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ABSTRACT

The purpose of this practicum was to develop, implement, and evaluate a humanistic system for student registration and self-scheduling in a comprehensive high school. The author developed a model registration and scheduling system, which was introduced on an experimental basis in a Baltimore-area high school and then evaluated by staff members and students at the school. On the basis of that evaluation, the model was adopted to replace the school's former registration and scheduling system. Following several short chapters describing the objectives of the practicum and the development of the model, most of the report consists of a detailed description of the model's implementation and a discussion of its evaluation. In addition, extensive appendixes contain a flow chart and chronology of the model's development and implementation, as well as samples of all the instruments and materials used to plan, implement, evaluate, and institutionalize the model system. (Author/JG)

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A Humanistic Approach to Student Registration and Self-Scheduling in a Comprehensive High School

by

Andrew H. Dotterweich, Jr.

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University

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Baltimore Cluster
Dr. Howard C. Allison

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ABSTRACT

The purpose of this practicum was to develop, implement, and evaluate a humanistic program of student registration and self-scheduling in a comprehensive high school. Since a need was shown for such an endeavor, the model was developed and implemented by me, evaluated by staff and students, and indicated that the students, the staff, and the administration of Randallstown High School in Baltimore County, Maryland, that because of the efficiency and humanistic approach of the new system, it should become the process by which all students are registered and scheduled for courses.

INTRODUCTION

The comprehensive high school of today must provide students with a large variety of course offerings. As a result, school administrators are seeking ways by which they may facilitate the process of student registration and scheduling. Some of the techniques being utilized include the use of the computer, various hand methods, and student involved strategies.

It was in the search for a better method that the enclosed project crystalized. Its purpose was to develop a set of procedures that was to increase the efficiency of the registration and scheduling process of the school and, at the same time, take into consideration the needs, interests, and wants of students, while providing students with a direct voice in choosing their own programs of study.

In an attempt to avoid the dehumanizing aspects of computer scheduling, to eliminate the tremendous amount of time needed by hand processes, and to reduce to a minimum the excessive number of course changes made by students who are not satisfied with their schedules, a system utilizing staff and student input was conceived, designed, implemented, and evaluated.

As one views the report, the section on investigation of resources and alternatives focuses on those many factors that could either enhance or hinder the project. In addition to researching literature, investigating other schools and school systems, and considering student, staff, clerical, and administrative needs, the process of planning the program is explained.

The section on program implementation explains those many processes that were required to implement the registration and self-scheduling program. This included the establishment of timetables, the development of appropriate materials, the organization of orientation meetings with staff, students, and parents, the production of a master schedule and its distribution, the implementation of the self-scheduling activity, and the compilation and development of class lists.

Evaluation of the project includes a compilation and the interpretation of data that were obtained from students and staff. It was this evaluation process and its thorough analysis, which assessed the effectiveness of the program by addressing the eleven specific criteria, that proved the success of the project and led to its acceptance.

The appendices contain not only the flowchart and chronology

of events, but all instruments, materials, and necessary information that was needed to plan, implement, evaluate, and institutionalize the program.

The project was a successful endeavor in that it met the needs of the school as well as the needs of those individuals within the school. As a result of its success, the program is now being utilized as the system of registration and scheduling at Randallstown High School and is being considered by other secondary schools in the Baltimore County Public School System.

BACKGROUND INFORMATION

The variety of offerings in a comprehensive secondary school of today has produced such complex registration and scheduling techniques that many educators are seeking ways to process students into a program without reducing the diversity of school experiences needed to prepare them effectively. In Baltimore County, Maryland, these techniques range from hand scheduling where an administrator or counselor who utilizes a master schedule randomly signs up students for pre-selected courses to a recent technological innovation in the form of student scheduling by computer.

The computer method, while growing in popularity because of many fringe benefits, has come under close scrutiny by some local school administrators as a result of unnecessary clerical work for administrators, student dissatisfaction with their computer-printed program of study, and an apparent de-humanization of the scheduling process. However, before the humanistic approach to student registration and self-scheduling is explained, the objective and a brief description of the technological procedure is in order.

The main objective of scheduling by computer or the Management Information Student Scheduling Subsystem as our Office of Child Accounting calls it is to assist school administrators in assigning students to class sections rapidly and efficiently in accordance with the philosophy of the Board of Education

of Baltimore County of attempting to provide the best possible program of studies for each pupil that will meet his educational and vocational goals. As a result of this type of scheduling, each school receives student schedules, class lists, and study hall lists, as well as basic input data that will make grade reporting by computer possible. While each school is required to build its own master schedule, many supportive computer programs have been written in order to supply the registration-scheduling coordinator with detailed registration data that must be known before courses and specific programs can be implemented.

Some of the supportive programs include:

1. Tally and conflict matrix programs
2. Driver education eligibility listings
3. Student registration confirmation slips

However, before a school decides to enter into the computer scheduling program, it must commit itself to the following:

1. The selection of a local school coordinator who will be responsible for the entire school effort from beginning to end.
2. The designation of an assistant coordinator so as to be able to act for the coordinator in his absence.
3. The allocation of the necessary local school clerical personnel to assist with the year-round

computer oriented tasks.

4. The ability of local school professional personnel to work cooperatively with the coordinator in all phases of registration and scheduling.
5. The ability of the principal and his staff to work cooperatively with the feeder schools, the Office of Child Accounting, and the Office of Data Processing to establish a comprehensive time table to be adhered to rigidly by all participating schools.
6. The availability of the coordinator and other school personnel to attend work sessions established by the Office of Child Accounting to further their understanding of the process.

Computer scheduling was first piloted by Mr. Robert W. Palter, who is currently the Specialist in the Office of Child Accounting, at Pikesville Senior High School during the 1970 - 1971 school year. The following year Sparrows Point High and Towson High joined the program. In 1972 - 1973, not only did two other schools become involved to bring the total to five, but Pikesville High began piloting the grade reporting system. While the next year showed a 50% increase in usage, it was not until last year that most of the senior high schools became involved. Nineteen schools now participate in some aspect of computer registration and scheduling, while

four of those schools are involved in the grade reporting system.

The decision to use computer technology was made by the Office of Child Accounting so that administrators would have a tool to facilitate solving the complex nature of registration and scheduling. Local school administrators were involved from the start of the program and continue to have input into its development. This input, however, has been in the form of implementing a product and providing feedback into how efficient one has been in furnishing the computer with appropriate and accurate information. There has been no product evaluation from the initial stages of the program to the present.

Computer scheduling is basically no different from hand scheduling regardless of how innovative the scheduler may be. Both depend of a preconceived master schedule, both depend on the same pre-registration information, and both randomly select students to be placed in courses.

IDENTIFICATION OF THE PROBLEM

The purpose behind computer scheduling is most worthwhile. As stated previously, the objective is to provide students with the best possible program of studies that will meet the individual's goals. No one can dispute the value of such a program. It does provide a tally, a student schedule, and in some schools a report

card. But while the product looks good, the process suffers greatly. It is true that the computer can tally student registration forms more quickly and more accurately than counting by hand. It is also true that the computer can schedule a student into a list of courses that he has chosen. But the system does not provide the student with the teacher of his choice, the time that he would like a particular course, and a humanistic understanding of the unique characteristic of the individual.

The problems are most evident to those who schedule students in the senior high schools. Students want a particular teacher, they want to be with their friends, they wish to take a course at a particular period of the day; and if they do not get what they desire, they demand a change in their schedule. For those schools not on computerized scheduling and which utilize the scheduling by hand technique, this could mean over 700 schedule changes made between July and October. To those who are on computer programming, it means many more. And to those who are on the scheduling and reporting system, it means hundreds of additional changes. The assistant principal at Pikesville High School told me that he changed during the past year approximately 1200 to 1500 schedules and over 600 report cards. With the continual demand to change the schedules of students, and in some cases, report cards, it is most necessary to have strict control over the local process. Therefore,

in order to prevent the "garbage-in-garbage-out" condition that could easily occur, one of the assistant principals must assume complete responsibility for the total operation. This fact necessitated an increase in the work load of the assistant principal so designated. In my case, over 50% of my time was spent on the registration phase of the program, while many of my colleagues who had deeper involvement spent much more. Needless to say, many other worthwhile projects in which we were involved either were eliminated or were superficially covered.

At the end of the year, 1973 - 1974, I scrutinized our administrative involvement and that of the school in its scheduling program. Therefore, with the permission from my principal at Randallstown High School, Mr. Max Baumann, I decided to change the approach that the school used in the registration and scheduling process because of the following factors:

1. Our guidance department which had been handling the registration procedure was having difficulty in registering all students before the prescribed deadline.
2. The registration process was cumbersome and inefficient.
3. Data obtained were often inaccurate and misleading.
4. Hand scheduling by the administration was time consuming.
5. Students continually changed their minds about the

courses they selected, the time that they were scheduled for courses, and the teachers to whom they were assigned.

6. Teachers were critical of the fact that students were permitted to change their schedules once they were enrolled in their courses.
7. The computerized scheduling that was done by many of the high schools in the Baltimore County Public School System, and one which our school was encouraged to use, caused unnecessary clerical work for administrators and de-humanized individual student input into the educational program.
8. Parents, teachers, and students did not understand their individual roles and the importance of each in the total registration and scheduling process.

My task, therefore, was to design a procedure that would correct the existing difficulties as described above, prove that my system was more efficient than the computer program, and develop a model that other systems with similar problems may use. With the identification of the problem, came the assessment of individual and project needs.

Assessment of Individual Needs

Once the task was defined, it was essential for me to assess my own peculiar needs. I compiled a list of resources

and constraints that could contribute to the success or failure of the project. The resources consisted of the following:

1. A cooperative staff willing to work toward a successful program.
2. A supportive principal willing to assist in any way possible.
3. An enthusiastic student body wishing to have input into this innovative process.
4. The availability of administrative and clerical personnel who would help in developing the many aspects of the program.
5. Good communications throughout the school to help in promoting the project.
6. Approval from Nova of the overall concept.

The constraints consisted of the following:

1. A lack of awareness on the part of some personnel of the amount of time that was needed to conduct such a project.
2. The lack of existing models.
3. The lack of trained personnel needed to conduct the scheduling process.
4. A building program that could affect the space needed to conduct the self-scheduling activity.

5. An untrained student body which was unaware of the complexities of scheduling.

Assessment of Project Needs

In order to develop a project that was meant to serve the unique needs of the school and at the same time produce a model that had much utility, it was necessary to determine the required inputs. Several questions quickly came to mind. Could the computer be utilized for registration and tallying purposes? Could it provide the necessary confirmation slips that students would use in the scheduling process? Could a conflict matrix help in developing a master schedule that was needed by the end of May? Could I develop materials that could be easily interpreted and completed by students of all ability levels? And the biggest question of all - will the innovative approach work?

After reviewing past procedures, the time that was spent on hand scheduling, and the undoing of all the work because of schedule changes, it was evident that the school had everything to gain. If the new system did not work, the administrators could always go back to hand scheduling. Therefore, in order to safeguard against failure, our basic scheduling materials were kept intact. A complete and accurate "Hard Card"(Appendix C , page 110), which was the heart of the past scheduling system, remained the key to a successful project. But other materials needed to be developed

to insure proper interpretation and implementation. These materials consisted of registration forms (Appendix D, pages 112 and 115), student scheduling forms (Appendix M, pages 141 to 145), and scheduling instruments (Appendix P, pages 151 to 162) that would facilitate the process.

While the need for proper materials was important, another need was equally important. This need was in the form of a properly indoctrinated staff. Therefore, in order to insure consistency and a thorough understanding of the total project, meetings with support personnel, feeder school administrators and counselors, local staff members, and all students attending Randallstown High School were held. During these meetings, the flow chart (Appendix A, page 107) depicting the total registration-scheduling concept, the chronology (Appendix B, page 109) listing the schedule of events, and the various registration and scheduling materials were discussed. Besides discussing the necessary instruments that were needed to make the project operational, facts concerning the need to take certain courses for educational and vocational opportunities, suggestions about career possibilities, and other alternatives were disseminated and discussed. It was the intent of this program to make it one of total involvement where all participants both teachers and students alike would become more humanistic oriented through the process and the product.

Addressing of Specific Problems

With the assessment of individual and project needs providing the necessary data to initiate such a program, the next step in the sequence of events was to identify those specific problems that needed to be taken into consideration. They included:

1. The identification of current practices that caused inefficiency and inaccuracy.
2. The identification of current practices that resulted in impersonal attitudes concerning individual student needs, interests, and wants.
3. The identification of current practices that resulted in the improper grouping of students.
4. The identification of current practices that resulted in the misuse of administrative time for clerical purposes.
5. The identification of current practices that contributed to inadequate and inaccurate data for the guidance department concerning individual student needs, interests, and wants.
6. The translation of the changes in the registration and scheduling process into terms of changes in clerical attitude about time saving techniques.
7. The translation of changes in the process into terms of changes in student attitude about their programs.

8. The translation of changes in the process into terms of changes in teacher attitude about class grouping.
9. The translation of changes in the process into terms of changes in counselor attitude about supportive data.
10. The translation of changes in the process into terms of changes in administrative attitude concerning time-saving and clerical-saving devices.
11. The development and application of effective techniques for changing the past registration and scheduling process into one that was efficient, manageable, and personalized.
12. The development and application of effective techniques for systematizing such a process so that it can be implemented in any comparable situation without my direct supervision.

While the assessment of various needs and the identification of the peculiar problems were essential to program implementation, it was important to particularize what the project was expected to accomplish. Therefore, it was necessary to state the anticipated outcomes in terms that were specific and measurable. These are found in the following section.

THE OBJECTIVES OF THE PROGRAM

While the primary objective of the project was to develop and implement a program of student registration and self-scheduling in a comprehensive high school that was both efficient and personalized, it was also necessary to incorporate the philosophy of the school concerning ability grouping and individualization. It was important to have students in classes where special needs could be met as well as to provide unique schedules for those students with special interests. The program attempted to accomplish those ends and prove its effectiveness by demonstrating that:

1. At least 99% of all pupils who would attend Randallstown High School in 1975 - 1976 would be registered.
2. At least 90% of those students would participate in the self-scheduling phase of the program.
3. The clerical staff would agree 100% over the elimination of the hand tallying process.
4. At least 90% of those students participating in the registration and self-scheduling process would approve of it.
5. At least 90% of all administrators and guidance personnel would approve of the registration and self-scheduling process.

6. At least 93% of all teachers would approve the method used in sectioning of students, balancing class loads, providing for student-teacher compatibility, and reducing the number of schedule changes.
7. The principal will accept the program and continue the registration and self-scheduling process.
8. At least 95% of the staff will approve the continuation of the registration and self-scheduling process.
9. At least 75% of the parents show involvement in the process.
10. At least 75% of the staff show involvement in the process.
11. The number of schedule changes as a result of student dissatisfaction will be reduced from a yearly average of 700 to approximately 50.

With the problem identified, the objectives of the program established, and an attempt to verify its effectiveness, it was appropriate to examine other systems that contained certain commonalities. It was also important to examine those factors that would contribute to the total process.

INVESTIGATION OF ALTERNATIVES AND RESOURCES

Research of Programs

As a means of getting information about similar registration and scheduling processes, available professional literature and models concerning both technological programs and man-made techniques were investigated. Besides the computer system[1] that the Baltimore County Public School System developed, other systems, such as, the Class Loading and Student Scheduling Program (CLASS),[2] the General Academic Simulations Program (GASP),[3] and the Stanford School Scheduling System (SSSS)[4] were explored. It was hoped that

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[1]Refer to page one for a description of the Baltimore County system. The system is called Management Information Student Scheduling Subsystem (MISSS) and is very similar to CLASS.

[2]CLASS was developed by IBM. It is similar to MISSS since it schedules students to classes once the school's master schedule has been developed by the administration and provides like outputs. For further information, see - Heller, Robert W., Chaffee, Leonard M. and Ronald G. Davison, "Two Computer-Based School Scheduling Programs Analyzed," The Bulletin (NASSP), Vol. 58, No. 380, March, 1974, pp. 64 - 82.

[3]GASP was developed by the Massachusetts Institute of Technology. It is a program that not only schedules a school, but constructs the entire master schedule. For further information, see- Murphy, Judith and Robert Sutler, School Scheduling by Computers: The Story of GASP, New York: Educational Facilities Laboratory, 1964.

[4]SSSS, like GASP, focuses on the entire construction of the schedule. For further information, see - Wiley, W. Deane and Lloyd K. Bishop, The Flexibly Scheduled High School, New York: Parker Publishing Company Inc., 1968.

a knowledge of these systems would provide a broad view of the problems and procedures inherent in the different processes and that an understanding of various programs would provide the basis for an effective design of my own program.

This exploration, however, was not sufficient. The data and materials were not compatible with the model that I had envisioned. I decided that in order to get a true picture of actual registration-scheduling programs, I would have to visit those schools that had a philosophy that was consistent with my thinking. Through friends, I was able to visit several schools[5] in nearby counties and interview their principals. This interaction proved valuable because I found out that one of the counties, Anne Arundel, had a form of student self-scheduling. My enthusiasm quickly diminished because of conflicting policies concerning the placement of students, the total number of periods a student must have, the diversity of periods for certain subjects, the elective program, and the utilization of data processing would make it impossible for

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[5]The schools that I visited were Andover High and Arundel High in Anne Arundel County and Benjamin Tasker in Prince George's County. I also interviewed several administrators in the central office in the latter county and soon found out that their computer scheduling contains those problems that I hope to eliminate with my procedure.

ms to adopt their processes.

While I could not use the data that were made available, the meetings were not a waste. I learned from the experience that students were capable of making their own decisions, that a reasonable well planned process will work, and that one must have total support if such an endeavor is to succeed.

Factors for Consideration

School and Community: Randallstown is a comprehensive high school in Baltimore County, Maryland, with an enrollment of approximately 1700 students in grades 10 through 12. The school, serving a rapidly growing, suburban, residential community, is located seven miles northeast of Baltimore City. Randallstown, named after the community it serves, is now in its seventh year of operation and is accredited by the Middle States Association of Colleges and Secondary Schools.

Program: The school offers programs to prepare students for college, business, and industry. Students have an opportunity to attend the Western Vocational Technical Center for specific vocational and technical training for one-half of the school day. Over 70% of the graduates of Randallstown go on to further their education at two or four year colleges on a full time basis.

Facilities: For the past two years, the school has undergone a building program. The new addition not only expands the

present facility, but increases program flexibility through the introduction of open space areas.

The construction presented definite logistic problems in scheduling and its implementation in the fall. During the self-scheduling phase of the program, the area that was used had to be evacuated on two different occasions. The activity was moved from the library, then to the cafeteria, and finally, to the halls. While the moving was a burden, it did prove the flexibility of the process. However, a larger problem prevailed when students returned to school in September. The new areas were not complete, a fact which necessitated the use of areas that were not designed for academic instruction.

Personnel: Implementation of such a program had to have the support of all staff members. It was most evident from the past reactions of teachers that they were tired of the constant changing of schedules. Time after time, teachers would approach me with suggestions of their own that would alleviate the condition. They were ready for any strategy that would improve the situation.

Teachers showed their complete readiness and cooperation by actively participating in the various information dissemination sessions that were held. Throughout the development, they offered suggestions, played the "devil's advocate," and contributed their

time.

As the numerous processes developed, all staff members were kept informed of the progress being made. As the plans moved toward implementation, procedures and materials were developed to establish the program within the school. The importance of a positive attitude on the part of all staff members concerning the program and the planning process cannot be overemphasized.

IMPLEMENTATION OF THE PROGRAM

Development of a Flow Chart

The first step in the implementation of the program was in the development of a device that would help visualize the total process. After attempting several models and receiving appropriate feedback, I successfully designed a process flow chart that was most useful in planning and reporting such a complex effort. My purposes in developing the "Flowchart on Student Registration and Self-Scheduling"(Appendix A, page 107)[6] were:

1. To visualize the total program and the required processes.

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[6]A copy of this flow chart appears as a model in the following Nova University publication. Kaylin, S. O. and Murray Heyert, Practicums Manual, Fort Lauderdale, Florida: Nova University, 1975, p. 40.

2. To identify the relationship of each part in the total process.
3. To identify the input needed to develop the various components.
4. To enable all involved personnel to understand their place and roles in the process.

Without such a visualization, it would have been impossible to interpret the components, inputs, strategies, and time factors to the personnel who helped make the project become a reality. Since it was essential to the success of the program that each step be followed in the order outlined, the flowchart became the blueprint that kept all of the pieces working together.

Development of a Chronology

In order to provide the appropriate synchronization that was demanded, a timetable was developed to support the process. The"Chronology of Student Registration and Self-Scheduling" (Appendix B, page 109) prevented the conflict of dates, established appropriate deadlines and meetings, and dramatized important activities and occurrences. This item in conjuction with the flowchart provided the systematic programming and timetabling needed in such a manifold operation.

Development of Registration Forms

In order to maintain consistency in the registration process, appropriate forms were developed. These instruments were compatible with those used by our Office of Data Processing and were easily interpreted and completed by students of all ability levels. The purposes for developing those materials were:

1. To facilitate the tallying process.
2. To present to our students only those courses that our school intended to offer.
3. To increase parent interest by having them verify their children's selection of courses.
4. To aid our students in transferring their selections from one form to another.
5. To aid our counselors and administrators in identifying course requests and the number of periods taken.

The forms that were designed for the registration phase consisted of the following:

1. Preliminary Registration Form - Incoming 10th graders (Appendix D, page 113)
2. Preliminary Registration Form - 11th and 12th graders (Appendix D, page 114)

As can be seen, both instruments are compatible with the data processing form AW 672 (Appendix E, page 118). The fact that course

numbers and titles were listed on the registration forms enabled students to easily complete their course selection.

Organization Meeting

After the development of appropriate directions and essential instruments, a meeting between all counselors and administrators responsible for implementing the program was held. While the purpose of this meeting was to finalize the calendar of events, plan and coordinate future activities, and review procedures, certain philosophic problems were also resolved.

These problems centered around the minimum number of periods and the maximum number of major subjects a student must take, rules for part-time students, and the waiver program. As a result of our discussion, a supplemental registration bulletin was published. This bulletin may be found in Appendix F on page 120.

Articulation Conference

Following several meetings with counselors and administrators where the coordinator presented the completed registration materials and the proposed strategy for implementation, an articulation conference with representatives of our feeder schools was held.

This meeting was paramount in that it established open lines of communication between our staff and those of our feeder schools. While interaction was the main goal of this meeting, other vital items were discussed. They included:

1. The establishment of dates for counselor and administrator visits (Appendix B, page 109).
2. The presentation and open discussion of the total registration and self-scheduling process. The explanation included the method that a student would go through in order to be registered and self-scheduled (Appendix S, page 167).
3. The development of procedures for identifying individual student needs. This item resulted in a system that enabled us to place students in optimum learning groups (Appendix N, page 146).

Following the articulation conference, a series of orientation meetings with department chairpersons, all staff members, and parents of incoming tenth grade students was conducted.

Orientation Meetings

Department Chairpersons: The first of the meetings was held with our department heads. Again, one of the primary purposes of this meeting was to explain the total registration and self-scheduling concepts and processes. (This fact cannot be overemphasized; for whenever possible, an elaboration of strategy and procedure was made so that lines of communication

were kept open.)

During the interaction that ensued, individual department needs were discussed and how they could be met. Further emphasis was placed on the role of department heads in the program, since it was their responsibility to keep the teachers within their departments informed of processes, aware of changes, and cognizant of departmental responsibilities in the process. As will be explained in another section of this report, this interaction was important because staff members were called on to actually sign-up students for courses.

Staff Members: Like the first, this orientation meeting with staff members had as its main objective to explain the newly developed registration and scheduling method. While the interaction with the chairpersons ironed out procedural difficulties and departmental needs, this meeting attempted to gain the full support of the staff through a thorough explanation of student, school, and program needs.

Various aspects of the total school program were explored. Not only were college options and vocational alternatives examined, but a clarification of our waiver program, the importance of a balanced schedule, and the role of the teacher in guiding a student toward a sound program were elucidated. For the first time, many teachers became aware of the importance of

their role in promoting their programs, explaining alternatives within their subject areas, and interacting with students about their field of study.

This step helped provide the humanistic element that was needed. Teachers and students had to interact if the program as conceived was to work. The agenda for this meeting is found in Appendix G on page 122.

Incoming Tenth Grade Parents: The last of the orientation meetings involved parents of our incoming tenth graders. This session, which was conducted at night on January 8, gave parents an opportunity to see the building, to become acquainted with our staff members, to gain an understanding of the registration and self-scheduling procedures, and to develop a knowledge of our various programs and educational opportunities.

This meeting was attended by approximately 300 parents and definitely established channels of communications between the school and the community. The letter from the principal inviting the parents and their children may be found in Appendix H on page 126 , while the agenda is located in the same appendix but on page 127.

Registration Visits

Preliminary Registration: Registration of students occurred during two sessions in individual classrooms. In order

to avoid confusion, work with smaller groups, and maintain consistency, the procedure took place in social studies classes (Appendix I, page 128).[7] Out counselors conducted the first meeting and completed the following:

1. Distributed registration materials (Appendices D, E, and F on pages 112 to 121).
2. Reviewed course offerings.
3. Explained the curricular and extra-curricular programs.
4. Discussed educational options for students.
5. Described our unique student self-scheduling program.

This meeting was important since it prepared our students in the task of completing the preliminary registration forms and motivated them sufficiently so that their inputs were ready for the follow up visit that was made the following week by the administrators.

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[7] It should be noted that visits to our feeder schools occurred during the same weeks as indicated in Appendix B on page 109 and Appendix I on pages 129 and 130. These visits, however, were arranged by those schools.

Completing Registration: A week after the counselors visited students in the designated classes, the administrators returned to complete the registration process. The activities that were finalized by these individuals included:

1. The approval of data on the student "Preliminary Registration Forms" (Appendix D, page 112).
   This step was necessary so that there was consistency in the minimum number of periods selected, in the maximum number of major courses taken, and in the overall completeness and accuracy. After the approval, which consisted in checking the forms for the above points, only then could the students go on to the next step.
2. The reinforcement of the fact that proper registration will result in an accurate tally of courses for the administration and will facilitate student self-scheduling.
   Emphasis was made at this point about the unique nature of the program and the fact that Randallstown High School was the only school in the Baltimore County Public School System that afforded its students the opportunity to participate in such an individualistic approach. It was further emphasized that student participation must be taken seriously.

3. The statement to all students that no schedule changes will be made once self-scheduling is completed in June.[8]

4. The completion of the registration process by transferring the information from the preliminary form (Appendix D, page 112) to the data processing form AW 672 (Appendix E, page 116).

Review of Forms and Submission of Forms for Tallying

Before the data processing forms were submitted to the Office of Child Accounting, student office aides and clerical personnel reviewed them for accuracy and completeness. Although every effort was made to ensure 100% student registration at this point, we did not know the percentage until our data was returned from Child Accounting.

At this point, however, it appeared that everything was in order to receive the necessary data from Child Accounting so that the principal could complete the organization report.

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[8] It was emphasized that changes could be made anytime from January through May. The course change process is explained on page 31. For an example of the schedule change process, refer to Appendix S on page 167. This appendix follows an actual student through the entire registration and self-scheduling process.

The elimination of the hand tallying through which registration data were accumulated in the past was unanimously accepted by the clerical staff. This antiquated me[illegible]d (Appendix J, page 131) consisted of reading all forms by clerical personnel, tallying the number of courses, and recording the totals.

Registration Feedback

The registration forms that were submitted to Child Accounting were scanned and tallied. During the second week of February, the information that was needed to complete the principal's organization report and to begin the development of the master schedule was sent to the school.

As stated previously, it was not until this time that I could ascertain the completeness and effectiveness of our registration process. Although the computer indicated that there was 100% registration of all students who were to attend Randallstown High during 1975 - 1976, it was not until the last of August that 22 "lost" incoming tenth grade students were registered and scheduled. The only explanation for this fact was that the feeder school which those students entered after our registration did not bother sending us information about the enrollment of these new students. Since the computer was programmed to use the attendance figures from all schools involved in the process, and since these figures indicated that all students were registered, it was most

important to the process that information about new students be sent to Randallstown from the feeder schools. While one of the schools did not inform us of the arrival of their newly acquired students, the flexibility of the total process enabled those students to be scheduled with little difficulty.

Whereas the completeness of the system was encouraging, the effectiveness was not as productive as wished. Although directions (Appendix E, page 116) were detailed in such a way that mistakes should have been held to a minimum, approximately 9% of the 1670 registration forms had errors. These errors resulted from poorly marked forms, damaged forms that could not go through the scanner, and scanner problems. The errors were corrected by the coordinator by using the computer "Course Change Registration Form" (Appendix K, page 135). The time that was needed to correct those problems was insignificant when compared to the time that other administrators were spending. Some of my colleagues filled out all of the computer registration forms themselves. They worked for the computer, while it worked for me.

After the data were cleaned up, they were given to the principal who utilized the information to complete his organization report, which is a proposed staffing request, that was due into the office of the Superintendent by March 15.

Registration Change Process

As stated previously, a student was given the opportunity to change his mind about the courses that he requested until the end of May. The process that was developed included the utilization of the computer to keep our data current.[9] The procedure that a student and his counselor followed consisted of:

1. The student making an appointment with his counselor.
2. The counselor reviewing the "Preliminary Registration Form" (Appendix D, page 112).
3. The student and his counselor completing the "Drop-Add Form" (Appendix K, page 134) that I developed.
4. The student completing the "Course Change Registration Form" (Appendix K, page 135).
5. The counselor updating the registration form.
6. The counselor submitting to me the "Course Change Registration Form" so that it could be sent to the Office of Child Accounting for an updated tally.[10]

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[9] In the past, this process was done by hand tallying.

[10] It should be noted that students were given the opportunity to change their minds as frequently as they wished. Data concerning this frequency is found in the section on evaluation on page 56. Item 3 in Table I refers to the frequency of change.

While other data were important for the development of programs, the scheduling of courses, and the implementation of changes, another form proved most valuable. This form, the student "Confirmation Slip" (Appendix K, page 136), became most useful to our guidance department because it:

1. Enabled counselors to have a tool by which they identified the courses their students requested.
2. Enables them to identify incomplete or inappropriate student programs.
3. Helped locate those students who did not register properly.
4. Provided them with a list of courses that they give to their students.

Development of the Master Schedule

With the data received from the registration (Appendix L, page 137), the suggestions from the various departments, and the appropriate administrative input, the development of the master schedule took place. The purposes for this activity included:

1. The planning of subject offerings that students requested.
2. The development of educational programs that the staff taught.

3. The maximum utilization of the facilities of the school.
4. The determination of the need for additional staff
5. The elimination of courses for which not enough students registered.
6. The development of the tool which students used to enable them to schedule themselves (Appendix P, page 151).

Development of Forms and Strategy for Self-Scheduling

Much thought was given to the development of the forms for the self-scheduling phase of the project. Not only was it necessary to provide instruments by which students could complete the process easily and accurately, it was also necessary to provide a tool by which all staff members who helped in scheduling could systematically follow the process.

In addition to the appropriate forms, it was likewise important to design an adequate strategy so that students could adhere to a process that was easily followed, so that staff members knew their individual roles that they had to play, and so that the administrators could visualize each component of the self-scheduling program (See Flowchart, Appendix A, page 107). As a result of this visualization, the process was scrutinized so thoroughly that the

weaknesses were held to a minimum. (These will be discussed in another part of this report.)

The forms that were designed and the utilization of each follow:

1. "Course Selection Worksheet" (Appendix M, page 142)
   This form enabled students to identify when the courses that they had selected were offered. It helped them avoid conflicts by forcing them to schedule singletons first, doubletons second, and other unique combinations when time permitted.
2. "Sratch Sheet - Possible Student Schedule" (Appendix M, page 143)
   After selecting the courses from the worksheet, the students were able to write up two possible schedules by filling out this form.
3. "Schedule Sheet" (Appendix M, page 144)
   This instrument was one of the most important forms in the self-scheduling process. When a student wanted a particular course at a certain time, he completed the upper portion of the form and presented it to the teacher at the subject station where the course was offered. The teacher filled in the subject, the room, and initialled the form showing approval that

the student was listed to take that course at the designated time in the assigned room.

4. "Class List" (Appendix M, page 145)

This form was given to the teachers at each subject station to make sure that students were signed up for a particular course at a particular time, to make sure that the designated number of students were scheduled for a particular course, and to provide a list of student names for the teacher of that particular class.

Ability Grouping

One of the items that was explored in the articulation conference as stated on page 23 and which needed to be developed was the determination of a strategy for placing students in optimimum learning situations.

In order to realize the objective of providing our students with selections of their own choice and at the same time make sure they were placed in classes compatible with their various abilities, several questions were addressed. They included:

Question One: How were our feeder schools going to communicate to us the ability levels of their students?

After debating several possible solutions, the answer became evident. I recommended that since I could get a print out of all

students attending Randallstown High School next year, the feeder schools could have those lists and they could record next to the names of their students two numbers, one of the numbers indicating verbal ability, the other indicating the mathematics ability. A memorandum (Appendix N, page 147) was sent by the principal to those schools explaining what they were to do.

Since our English 10, social studies 10, algebra, and geometry programs were general courses, and since we had decided to house our incoming tenth graders in the open space addition, scheduling of students for this area was by a team approach. Students selected the period only when they self-scheduled, because at any given time that a particular unit of study was taught, they could have any one of the team of teachers. Therefore, the process of indicating ability levels was important to teachers so that they could be aware of individual strengths and weaknesses.

Question Two: How were present tenth grade students going to be grouped in English 11, social studies 11, and certain eleventh grade mathematics offerings?

By utilizing the same approach that was designed for our incoming tenth graders, this question was resolved. English 11, social studies 11, and certain eleventh grade mathematics

subjects were general courses. Therefore, in order to group students in sections commensurate with their unique abilities, the English and mathematics departments were asked to rate their students by utilizing the same numbering system as our feeder schools were asked to do (Appendix N, page Teachers recorded the appropriate numbers on student lists and returned them to me. These figures were then transferred to the students'"Hard Card"(Appendix C, page 111) where they would later help the administrator in placing the students in suitable sections. Like the incoming tenth graders, students were told that if they selected English 11, social studies 11, or one of the eleventh grade mathematics programs that they could select the period only. They were also told that every effort would be made to assign them to the teacher of their choice, but that there was no guarantee.

Question Three: How were we going to identify English 12 patterns that our students selected?

Students had an opportunity to select one of five English 12 patterns. Pattern One was designed for students who needed additional skills, while Pattern Five was designed for advanced students. Although grade twelve students had an opportunity to select ony of the five course offerings, it was important to them that their proper placement take place. Therefore, the

answer came when our English teachers acted as counselors to their students. They explained all of the patterns, spoke to individual students, and helped them in the proper selection. Most students had the opportunity to select from several patterns, but in order to prevent a student from going into a pattern because of a conflict in scheduling, a list was given to those staff members who helped in the self-scheduling activity. If a student was not on the proper list when he scheduled himself, he was sent to a counselor or the department head for approval to take a different pattern. If approval was not granted, and if the student could not resolve the conflict in his schedule, an administrator at the scheduling conflict center helped resolve his problem by manipulating the program to the satisfaction of the student.

Visit to Classes to Explain Self-Scheduling

While most students were aware of the self-scheduling program, they were not informed of the specifics. Therefore, in order to put the finishing touches on the process and at the same time refresh students' memories, another visit was made to our feeder schools and to our tenth and eleventh grade social studies classes. During these visits which occurred during the first and second weeks of May (Appendix B, page 109), counselors not only explained the procedures that were to take place, but attempted to resolve any concerns that students had. This was done in an attempt to

individualize and personalize the total process because of certain anxieties expressed by many students.

During the visit with our incoming tenth graders, another activity was finalized. This consisted in the completion of personal data on the "Hard Card" (Appendix C , page 111), the vital ingredient in our past scheduling system, the key to our new system, and the last instrument that our students needed in order to complete the self-scheduling program.

Transfer of Record Information (Appendix O, page 148).

While this activity was not a direct part of the self-scheduling process, it was essential that the instructions were sent out to the feeder schools before the end of May (Appendix B, page 109). Furthermore, it was necessary that the school have an accurate listing of all students who were promoted to the tenth grade from our three feeder schools.

In addition to the promotion list, the attendance, test, health, and achievement records of all students were needed as soon as possible so that proper counseling and sectioning could take place.

Duplication of the Completed Master Schedule (Appendix P, page 151) It was important that the deadline (Appendix B, page 109) for the completion of the master schedule was maintained because of the necessity to duplicate the instrument. Several problems

were encountered during this activity. One dealt with the method of duplication, some centered around interpretation, while others focused on the distribution. After a little debate and experimentation, these problems were resolved by the following approaches.

Since duplication of the master schedule as it was written would total eight pages and would be most cumbersome, I decided to have the schedule reduced by 50% and use only four pages (Appendix P, page 152). But yet another problem remained. This problem dealt with the reproduction of the schedule so that it could be run off on the mimeograph machine. After inquiring around, I found a machine at our Office of Instructional Materials that would put the reductions on a stencil. A secretary showed me the operation and I resolved that problem.

I was still concerned over the interpretation of the scheduling instrument. I knew that many teachers and students would understand this tool as it was designed, but I was aware that many would not. Therefore, I developed an interpretation of the master schedule (Appendix P, page 156) which proved useful to many individuals.

The last problem that remained dealt with the number of copies that needed to be distributed and the manner of their

distribution. After some discourse, it was decided that 200 copies of each would be sufficient. The distribution would consist of posting many schedules on the walls in strategic areas throughout the building and utilizing the remainder at the orientation session and the self-scheduling activity. However, a minor difficulty resulted because students did not return the schedules when they completed the program. As a result, it was necessary to utilize the posted copies more than planned.

It was evident that the purposes originally planned for this step were fulfilled since the procedure:

1. Enabled all students and staff members see the courses that were offered, the time the courses met, and the teachers who taught them.
2. Motivated the students for self-scheduling.
3. Permitted students to work on and eventually complete their schedules.

Final Orientation Meeting

Before the actual self-scheduling took place, it was necessary to conduct a final orientation meeting with students. Although this activity was not originally planned, it was thought that a final review of the process with the actual materials would cause a smoother operation. (It also helped

to relieve our own anxieties.)

The administrators interacted with tenth and eleventh grade students in their English classes and made a similar presentation to incoming tenth graders in their schools. During these meetings, the assistant principals who conducted the sessions completed very specific tasks. They were:

1. The distribution of work sheets (Appendix M, pages 142 and 145), the master schedule (Appendix P, page 151), and the interpretation of the master schedule (Appendix P, page 156).
2. A detailed explanation of what was to happen when they reported to the area to self-schedule by utilizing a copy of the floor plan where the activity was to take place. (Appendix Q, page 164).
3. The development of actual schedules that showed how the forms were to be used and what students had to do in order to successfully complete their schedules.
4. The counseling of students who had conflicts.
5. The training of students in the self-scheduling process.

The Self-Scheduling Process

All functions from October through June culminated in the successful implementation of the student self-scheduling activity.[11] Before the students were brought to the library, a brief meeting to review the procedures (Appendix R, page 156) was held with the staff members who helped implement the program.[12] The participants were informed of the calendar of events, their assignments, and the materials that were used.

Before the actual implementation, a test run was held for approximately 125 students consisting of student council leaders, office aides, accelerated students, vocational students, and students attending Catonsville Community College.[13] This session was held the day before other students would be scheduled and was important in that it enabled us to resolve some problems not foreseen in the planning process. These consisted in redesigning the flow of traffic, utilizing more personnel at the English,

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[11] It should be noted that after I continually made reference to the word "arena" in describing the process, the school adopted the term "arena scheduling."

[12] The personnel included the four administrators, four counselors, ten department heads, twenty teachers, and three clerks.

[13] These students attended Randallstown High only part of the day and took college courses at the local community college for the remainder. Their programs had to be designed to accomodate both institutions.

English electives, and check out stations, and making sure that enough desks were available so that students could adequately complete their forms and questionnaires.

On the following day, self-scheduling for incoming seniors took place, while the juniors completed the process on Wednesday.[14] Students were brought to the library by their social studies teachers so that there would be a controlled group of approximately 60 to 90 an hour going through the scheduling process.

Before describing the self-scheduling process, it would be appropriate to review the instruments that students had to complete in order to arrive at this stage. Therefore, I will describe both the registration and self-scheduling procedures by exhibiting the actual forms that a student completed (Appendix S, page 167) and by giving a brief explanation of each.

A. Completion of the "Preliminary Registration Form" (Appendix S, page 168).

As can be seen from the young lady's form, she signed up for a total of 35 periods one semester and 30 periods the other. Both she and her mother signed the form on January 10, 1975.

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[14] Make-up scheduling for absent students took place after the incoming juniors were scheduled. For the date of this activity, refer to the "Chronology of Student Registration and Self-Scheduling" (Appendix B, page 109).

B. Completion of the computer scan form AW 672 (Appendix S, page 170).

This form was completed on January 16, 1975 (Appendix I, page 129) in Mr. Beebe's social studies class. While the form was correctly completed, the student signed up for a course for which she was not permitted to take.

C. An appointment with her counselor to change her requests.

As indicated on her "Confirmation Slip" (Appendix S, page 171), the student made an error by signing up for Fine Arts. She had not had any art courses and could not take an advanced course. She also decided to take Integrated Algebra and Trigonometry.[15]

After speaking with her counselor, she completed her "Drop-Add Form" (Appendix S, page 172). Her "Course Change Registration Form" (Appendix S, page 173) was completed and sent to Data Processing. This form was processed and returned to Randallstown along with another "Course Change Registration Form" (Appendix S, page 174) and a "Confirmation Slip" (Appenidx S, page 175) which showed her new course registration. The "Confirmation Slip" was given to her prior to the scheduling as a reminder of the courses for which she had registered.

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[15]The up-dating information on the "Confirmation Slip" was made by her counselor.

D. Completion of pre-scheduling forms.

Prior to the scheduling event, the student was given a "Course Selection Worksheet" (Appendix S, page 176) and a "Scratch Sheet" (Appendix S, page 177). These two forms indicated that she did not have any trouble with her scheduling of courses. However, she did change her mind about a course. She decided to take Fundamentals of Art instead of Intercultural Foods.[16]

E. Completion of "Final and Approved Student Schedule" (Appendix S, page 178).

As seen on this form, the student had no problem adhering to the schedule she had made on her "Course Selection Worksheet." All teachers approved of her courses and her next step consisted in completing her "Hard Card." While having her card checked over, it was discovered by her counselor that she had not signed up for the required physical education course.[17] After going back and scheduling the missing subject, she then completed her "Hard Card."

F. Completion of "Hard Card" (Appendix S, page 179).

As is apparent on this form, the student merely recorded her schedule that was listed on the worksheet. This final step showed her the number of credits accumulated, the courses taken, and the schedule for the year 1975 - 1976. After the "Hard Card"

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[16]She was permitted to change because there was room in the course.

[17]Note the comment of the form - "Add P. E. 6th Period."

was checked for accuracy and completeness, the student was finished.[18]

It took approximately five minutes for a student to go through the entire process if there was not a conflict in the program he desired. While juniors and seniors were scheduled during the last week of school, our incoming tenth graders came to schedule themselves the week after school was dismissed for the summer.[19]

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[18] In order to have a visual record of the self-scheduling activity, slide pictures were taken of the students during the process. These slides will be used for future orientations, parent programs, and staff training courses. An example of the latter is the mini-course that I will teach to a group of secondary administrators. This course, "A New Look at Scheduling," will describe the procedures used in student registration and self-scheduling.

[19] While the staff was most pleased with the large number of over 425 tenth graders who scheduled themselves during their summer vacation, it was also pleased to learn that our pupil attendance during the last week of school had to be the best in the school system for senior high schools. The school had over 95% of its students in attendance during the days of self-scheduling, while others had below 90%. Over the past several years, the problem of absenteeism has become so acute during the last weeks that school is in session that a committee has been formed to find ways to improve the situation.

Refining of Schedules

The refining of the schedules of students took place after the incoming tenth graders were scheduled. This process took about three days to complete and consisted primarily in checking all schedules for accuracy of information, neatness in recording, and completeness of program.

After the initial screening correcting of errors, the next step was in refining class sizes. Although every effort was made to maintain a balanced class load among teachers and to keep the class size in the open space to 25 students per teacher,[20] there were a few cases where this did not occur. Some of the staff members who helped schedule did not follow directions and overloaded some classes. As a result, this caused an unanticipated burden because approximately 60 schedules had to be redone. In this process, it was not only necessary to change class lists and the schedule cards of the students, but it was likewise important to maintain a balance in the rescheduled classes. Although most students were notified of the problem, some could not be reached until the schedules were sent to the students prior to the opening of school. As expected, these students were disappointed, but accepted the decision to change.[21]

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[20] In addition to keeping the open-space sections to a maximum of 25 students per teacher, our school philosophy dictated that no teacher have a total load of more than 150 students.

[21] In the future, every effort will be made to avoid overloading.

After the rescheduling took place, the next step was in assigning ability levels in English, social studies, algebra, and geometry classes. As noted, students had signed up only for the period that those subjects were taught and not for any particular teacher. Therefore, the ability sectioning process consisted in dividing the total number of students for that particular course into two, three, or four sections that would be compatible with their ability, achievement, and motivation.[22]

Compilation of Study Lists

Although students could have scheduled themselves for studies as they did for their regular classes, this was not done. It was decided that because of the need to scrutinize the total program of each individual and the fact that some students may schedule themselves for too many studies that another method would provide better administrative control over the organization of the studies.[23] Therefore, since the school had the services of Neighborhood Youth Corps students for the summer, the task of compiling study lists was given to them.

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[22] Placement took into consideration previous achievement in related subjects, standardized test scores, and recommendations by teachers.

[23] It should be noted that these studies are in the form of conversation centers. Students may study, but the environment is more conducive to socialization.

They completed this activity by scanning each student's schedule for studies and writing down the name of the student and the study period on an appropriate list.

As a result of the effort made by these aides, rosters of students assigned to conversation centers were made available, another check on all schedules was made, and a scrutinization of study hall periods for any gross imbalance was made possible.

The Development of Class Lists

While the conversation or study center lists were made by student aides, class lists were not. Therefore, in order to get these lists, teachers were required to check and record the names of all students as they entered their classes to make sure that they were attending classes to which they had self-scheduled and had been approved. This process involved students presenting to their teachers the "Student Schedule Form" (Appendix T, page 181),[24] teachers placing their initials on each form, and recording the names of the students on their class lists (Appendix M, page 145). At the end of the first week of school, a time when classes were

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[24]Students received this form during the last week of August. It was included in a packet of opening of school materials that was mailed to all students. The last teacher that initialled the "Student Schedule Form" sent it to the office.

stabilized, teachers sent a copy of their class lists to the office.[25]

The rationale behind the teacher developed class lists was not only for purposes of accuracy and the elimination of names of students from a roster who have withdrawn from school or who have changed their programs, but to prevent teachers from prejudging students before they actually saw them.

Although the class lists were not frequently used, they did help the administration in ascertaining class sizes and in determining class composition. The heart of the system remained the "Hard Card" (Appendix C, page 110 and Appendix S on page 179). Whenever an error in student assignment was discovered or whenever it was necessary to locate a student, the one reference that was always utilized because of its 100% accuracy and constant updating was the "Hard Card."

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[25]The September copy of the class list was important because in case of error or discrepancy, the schedule of a student could be checked against the June class list that was developed during self-scheduling (Appendix M, page 145) and the "Hard Card" of the student (Appendix S, page 179).

EVALUATION

In order to ascertain the merits of the registration and self-scheduling program, data indicating strengths and weaknesses, likes and dislikes, and involvement or lack of it were obtained from participants by using the various questionnaires that are found in Appendix U on pages 183 through 187. Included in these assessments were:

1. An evaluation by the students who participated in the program.
2. An evaluation of the process by all staff members including administrators and counselors.
3. An evaluation of the program by those staff members involved in the direct self-scheduling implementation.
4. An evaluation by the clerical staff concerning their inputs.
5. An evaluation by the faculty members of the results of the process as implemented in the fall.

In addition to the data collected, three other items are included in this evaluation. First, is a list of concerns and recommendations by the administrators and staff; second, is a personal assessment by the participant of the administrative input reflecting the time-effectiveness and management effective strategies brought about by the overall process; the last, is a

summative evaluation in relation to the project objectives.

Evaluation by the Students

At the conclusion of the self-scheduling phase, each participating student was asked to respond to a questionnaire (Appendix U, page 183) that contained 22 items. The items to be evaluated, of which there were 18, referred to the registration, guidelines, satisfaction, and materials that had been utilized throughout the registration and self-scheduling process.

All questions with the exception of items 14 and 15 could be answered with a simple "yes" or "no" with a request for comments when the response called for one. Space was also provided at the end for written comments relating to the entire process. The results of the student questionnaire are found in Table I on page 56.

Out of the 1475 students[26] that participated in the self-scheduling process, 1155 of them completed the questionnaire. As can be ascertained, the N factor in Table I did not remain constant for all items, because all of the students did not respond to every item. Therefore, a separate N factor was identified and used to

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[26] As of September 18, 1975, there were 1711 students enrolled at Randallstown High School. Out of that number, 1475 students went through self-scheduling, 170 were scheduled by administrators after the process, and 66 were scheduled through individual conferences prior to and during the scheduling activity.

compute the percentage of responses for each grade and the total school.

The general reaction of the students who participated in self-scheduling was very favorable. Their overall positive rating of the procedures, materials, and the total process was most impressive.

In analyzing the data on the student questionnaire, not only were the responses of each item explored, but an attempt was made to determine if there was a correlation between the responses of students representing different grade levels and those who self-scheduled at different times. The purpose of this latter investigation was to determine the extent of the decline of "yes" responses of those items on the questionnaire that were affected by factors of time. This analysis came about in order to disprove or prove what several participants and observers said had taken place. These individuals stated that as the number of students that went through the scheduling process increased, the more difficult it became for those that followed to adequately complete their schedules. They further emphasized that as a result of the increased difficulty that students experienced, not only would the respondents show dissatisfaction, but they would respond to those appropriate items on the questionnaire in a most negative way. Those items, which are found in Table II on page 58, follow:

Item 6. Were you able to schedule all the subjects for which you registered?

Item 7. Are you satisfied with the schedule that you have now completed?

Item 10. Did you like making your own schedule?

However, before explaining the data found in Table II, a systematic explanation of all items found in Table I would be easier to follow.

Items 1 and 2 are self-explanatory. While the first item provided the total number of respondents to the questionnaire, the second provided the mechanism by which the interpretation of items 6, 7, and 10 could be developed.

Items 3, 4, and 5 applied to the registration process. The purpose behind these questions was to determine the amount of registration changes that took place from January to June in order to ascertain if any difficulty developed as a result of that phase of the total process. As can be seen in the table, the twelfth grade students changed their minds more frequently (78%) as a group than the eleventh (68%) and the tenth (44%). The reason behind this change is the fact that as students reach the upper grades, they have more elective courses from which to choose.

It is evident that the process of changing courses for which

TABLE I

RESPONSES TO STUDENT REGISTRATION AND SELF-SCHEDULING QUESTIONNAIRE

	360 10TH GRADE STUDENTS		10TH % OF RESPONSES		415 11TH GRADE STUDENTS		11TH % OF RESPONSES		380 12TH GRADE STUDENTS		12TH % OF RESPONSES		1155 TOTAL RESPONSES		% OF ALL RESPONSES	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1. GRADE IN SEPTEMBER?																
2. TIME OF SCHEDULING?																
3. YOU REGISTERED FOR YOUR COURSES IN JAN. SINCE THAT TIME, DID YOU CHANGE YOUR MIND ABOUT COURSES WANTED?	157	203	44%	56%	282	133	68%	32%	295	85	78%	22%	734	421	64%	36%
4. DO YOU THINK THAT REGISTRATION FOR COURSES IN JANUARY IS TOO EARLY?	115	241	32%	68%	151	265	36%	64%	148	232	39%	61%	414	738	36%	64%
5. DID YOU HAVE ANY PROBLEMS IN CHANGING COURSES FOR WHICH YOU REGISTERED IN JANUARY?	25	333	7%	93%	27	389	7%	93%	38	339	10%	90%	90	1097	8%	92%
6. WERE YOU ABLE TO SCHEDULE ALL THE SUBJECTS FOR WHICH YOU REGISTERED?	296	62	83%	17%	332	82	80%	20%	270	108	71%	29%	898	252	78%	22%
7. ARE YOU SATISFIED WITH THE SCHEDULE THAT YOU HAVE NOW COMPLETED?	311	49	86%	14%	339	73	82%	18%	325	54	86%	14%	975	176	85%	15%
8. DID YOU HAVE ANY PROBLEMS WITH UNDER-STANDING THE MASTER SCHEDULE?	61	299	17%	83%	75	340	18%	82%	27	349	7%	93%	163	988	14%	86%
9. WERE ALL FORMS THAT YOU USED IN REGISTERING & SCHEDULING EASY TO USE?	315	45	88%	12%	384	27	93%	7%	366	13	96%	4%	1065	89	93%	7%
10. DID YOU LIKE MAKING YOUR OWN SCHEDULE?	318	38	89%	11%	319	92	78%	22%	346	34	91%	9%	983	164	86%	14%
11. DID YOU NEED HELP IN MAKING YOUR SCHEDULE?	115	242	32%	68%	163	252	39%	61%	137	241	36%	64%	415	735	36%	64%
12. WOULD YOU PREFER AN ADMINISTRATOR TO SCHEDULE YOUR COURSES?	38	322	11%	89%	84	330	20%	80%	36	342	10%	90%	158	994	14%	86%
13. WOULD YOU PREFER A COMPUTER TO SCHEDULE YOUR COURSES?	28	328	8%	92%	47	364	11%	89%	17	358	5%	95%	92	1050	8%	92%
14. DO YOUR PARENTS LIKE THE FACT THAT YOU SCHEDULED YOURSELF?	203	- ? 15(141)	57%	- ? 4%(39)	183	- ? 31(200)	44%	- ? 7%(48)	200	- ? 7(169)	53%	- ? 2%(45)	586	- ? 53(510)	51%	- ? 5(44%
15. DO YOUR PARENTS KNOW WHICH COURSES YOU HAVE SCHEDULED?	298	- ? 25(35)	83%	- ? 7%(10)	334	- ? 43(36)	81%	- ? 10%(9%)	299	- ? 52(25)	80%	- ? 14%(7%	931	- ? 120(96)	81%	- ? 10(9%)
16. DID THE ORIENTATION MEETING LAST WEEK HELP YOU IN COMPLETING YOUR SCHEDULE?	198	144	58%	42%	273	141	66%	34%	276	100	73%	27%	747	385	66%	34%
17. PERIODS SCHEDULED?																
18. DO YOU HAVE A STUDY DURING PERIOD 7?	83	277	23%	77%	152	260	37%	63%	189	186	50%	50%	424	723	37%	63%
19. DID YOU GET A STUDY WHEN YOU WANTED IT?	230	126	65%	35%	305	106	74%	26%	306	74	81%	19%	841	306	73%	27%
20. DO YOU THINK THAT THE SYSTEM OF SCHEDULING WAS EASY TO FOLLOW?	253	105	71%	29%	307	107	74%	26%	350	30	92%	8%	910	242	79%	21%

students registered was highly effective since a total of 92% of the students indicated that they had no trouble (Item 5). There were no comments made by those individuals who responded "yes" to indicate the reason for the difficulty. However, one of the reasons could have been in requiring parents to be involved in a total program change, such as, the waiver[27] and the vocational programs.

An interesting fact in Item 4 is that the students had the identical 36% "no" response as that recorded by the staff (Table IV, Item 1, page 71). While these data cannot be used at this time to change the philosophy of the school system concerning the registration of courses in January, they may provide the necessary input for future consideration.

As stated previously on page 55, Items 6, 7, and 10 were analyzed by utilizing time factors. The data containing that information are found in Table II on page 58.

Since the purpose for collecting this information was to determine the reduction in process and satisfaction, the data are significant. As one may evidence from Table II, the responses

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[27]This program consists of a student taking only the minimum number of courses in order to graduate. It could mean attending Randallstown High School for one period, while the remainder of the day could be spent on a part-time job or attending college level courses at a local college center.

TABLE II

STUDENT RESPONSES TO ITEMS 6, 7, AND 10

	6. WERE YOU ABLE TO SCHEDULE ALL THE SUBJECTS FOR WHICH YOU REGISTERED?			7. ARE YOU SATISFIED WITH THE SCHEDULE THAT YOU HAVE NOW COMPLETED?			10. DID YOU LIKE MAKING YOUR OWN SCHEDULE?		
GRADE 12	YES	NO	%YES	YES	NO	%YES	YES	NO	%YES
MONDAY (TRIAL)	56	12	82%	63	5	93%	64	5	93%
TUESDAY PD. 1	64	22	74%	74	13	85%	86	3	97%
TUESDAY PDS. 3 & 4	74	27	73%	87	12	88%	89	10	90%
TUESDAY PDS. 4 & 5	55	34	62%	77	14	85%	75	14	84%
TUESDAY PD. 6	21	13	62%	24	10	71%	32	2	94%
TOTAL - GRADE 12	270	108	71%	325	54	86%	346	34	91%
GRADE 11	YES	NO	%YES	YES	NO	%YES	YES	NO	%YES
MONDAY & TUESDAY(TRIAL)	42	6	88%	43	2	96%	38	7	84%
WEDNESDAY PDS. 1 & 2	103	13	89%	101	15	87%	98	19	84%
WEDNESDAY PDS. 2 & 3	68	14	82%	62	19	77%	56	26	68%
WEDNESDAY PD. 4	40	9	82%	43	7	86%	42	6	88%
WEDNESDAY PDS. 5, 6 & 7	79	40	66%	90	30	75%	85	34	71%
TOTAL - GRADE 11	332	82	80%	339	73	82%	319	92	78%
GRADE 10	YES	NO	%YES	YES	NO	%YES	YES	NO	%YES
TUESDAY (WEEK AFTER)	168	29	85%	178	19	90%	171	26	87%
WEDNESDAY (WEEK AFTER)	128	33	80%	133	30	82%	147	12	92%
TOTAL - GRADE 10	296	62	83%	311	49	86%	318	38	89%
TOTAL - GRADES 10-11-12	898	252	78%	975	176	85%	983	164	86%

of the eleventh and twelfth grade students were recorded during five periods of time, while the reactions of the tenth grade students were based on two afternoons in which the self-scheduling took place. The time periods were determined by utilizing the data obtained from Item 2 on the "Student Registration and Self-Scheduling Questionnaire" (Appendix U, page 183). Although students were asked to record the time that they self-scheduled, most students indicated an overlapping of periods and time. Therefore, in order to devise a manageable system of counting the responses in relation to time, those periods as indicated on Table II were developed.

With the exception of approximately 70 seniors and 25 juniors who were used to check out the system on Monday, all other seniors, because of their status, their opportunity to attend school for a partial day, and their larger elective program, were scheduled on Tuesday. They were followed by the juniors on the next day with the incoming tenth graders, the sophomores, being processed on Tuesday and Wednesday of the following week.

As anticipated, all classes showed a decline in scheduling all of their registered subjects (Item 6). While the twelfth graders recorded a reduction of 11 percentage points, eleventh graders had a far greater reduction with 22. Both of these figures are easily interpreted because of the comments that were

recorded by the students. Most seniors wanted only those registered courses that met in the morning. Their attitude was of such a nature that they wanted the afternoon free. Obviously, it was impossible to schedule everyone in the morning, so those students who had difficulty had to take alternate subjects. Juniors ran into a different problem; it was one of closing courses. With a reduction of 22 percentage points and the support that the figure gave to the comments that were given, this fact was evident. However, it should be noted that the closing of courses occurs in any schedule making. But the problem was more easily resolved in the self-scheduling system because students interacted immediately with both teachers and administrators in order to resolve the conflict. In looking at the slight decline of five points from the incoming tenth graders, one only needs to look at the limited elective program to find the reason.

The next question, Item 7, asked if students were satisfied with the schedule that they had made. While seniors showed a total "yes" response of 85%, when the time factor is added there is a difference of 22 percentage points from the first students who scheduled to those who scheduled last on Tuesday. Again, the prime reason for this fact was due to the released time program. Juniors also showed a similar response. The difference of 21 points between the first and the last to schedule was due to the closing of courses. The same rationale is true with the difference in responses

made by the incoming tenth graders. The reduction of eight points, although not large, still indicated that certain students ran into difficulty.

Question 10 is included at this time to show the correlation between scheduling, the satisfaction with the schedule, and the interest in the self-scheduling process. Without question, students responded most favorably with a "yes" response of 91 and 89 percent respectively. Juniors, however, brought the average down with a 78 percent "yes" response. Again, this figure was directly related to the fact that courses were closed because the maximum number of students permitted was reached.[28]

In asking students to respond to their understanding of the Master Schedule (Item 8), the intent was to elicit from them suggestions for improvement of that instrument. Seniors apparently had little trouble with the tool as indicated by their 93% percent "no" response, while juniors and sophomores showed that they did have some problems. Although the suggestions for improvement of the mechanics were non-existent, several responses suggested that the schedule would be easier to understand if it could be more

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[28] An interesting figure is the 68% recorded by juniors on Wednesday, periods two and three. In scrutinizing the responses, I found that the score represented the opinion of three lower ability sections who were scheduled at that time. An indoctrination that would be more individualized could probably raise that response.

clearly written or typed.

The reaction that students made concerning the forms that were developed was most encouraging (Item 9). With a total positive response of 93 percent and no suggestions for improvement of the forms, there can be no doubt that the forms will be replicated.

The objective in asking students if they needed help in making their schedules (Item 11) was to determine the extent of staff input needed in the self-scheduling process. In thinking through the total procedure for each grade level, I anticipated that the tenth graders would need more help than the other grades because of their unfamiliarity with the senior high program. The data prove otherwise, for the tenth graders indicated that they needed less help (32%) than either the eleventh (39%) or twelfth (36%) grade students. After scrutinizing the responses and concerns of Item 6, the reactions to this question are logical. While tenth grade students had fewer selections of courses and had to schedule mostly required courses, eleventh and twelfth graders had more options which needed the additional interaction with staff members. However, the upper level students had problems that were unique to their individual grades. The problems of the seniors centered around the released time program and in the manipulation of courses to meet their demands, whereas the juniors experienced the problem of closed courses and in the search for

alternate courses.

The next two questions, Items 12 and 13, elicited several interesting reactions. Although students emphasized rather dramatically that they did not want an administrator to complete their schedules, they were even more adamant about computer scheduling. With a "no" response of 86% for administrative scheduling and a 92% "no" to the use of the computer, the figures were most significant in determining the attitude of the students concerning self-scheduling. But in reviewing the comments made by students and the figures and reactions to Item 10, which asked if students liked making their own schedules, an interesting development occurred. Approximately 25 students said that they did not want to do their own schedules, nor did they want an administrator, and neither did they want a computer to schedule their subjects. These students, however, did not state how they thought the process should be accomplished.

In attempting to analyze the data concerning the process of self-scheduling, the fact of three negative reactions should be kept in mind. It could mean that these 25 students were most frustrated, it could mean that they think another method should be explored, and it could mean that they errored in marking the questionnaire. The only conclusion that can be drawn from this group of reactions is that the students were confused.

Questions 14 and 15 attempted to find out the amount of parent involvement in the program. The first asked students if their parents liked the fact that their children scheduled themselves, while the other tried to determine the awareness that students thought their parents had about the courses for which their children had scheduled. Students responded to these two items in one of three ways. Their answers were either "yes," or "no," or "don't know."

Item 14, which asked about parental feeling concerning self-scheduling, had an overall 51% positive response with 44% not knowing how their parents reacted. While these figures may imply that there was a communication problem, it may have indicated a certain amount of satisfaction with past school practices. With only a 5% negative response, there was much evidence of satisfaction even though comments from the participating students were not sufficient to properly analyze the results.

Item 15, which sought to determine if the parents of the students knew what their children had scheduled, had responses that were significant. Where an individual could interpret Item 14 as a problem in communication concerning the process, this is not the case with Item 15. With 81% of the students consistently reacting in an affirmative way and only 10% negative, the results prove that a great deal of interaction took place.

Both of the above items, however, must be looked at in conjunction with the registration process. It was the intent of the program to get more parents involved in those decisions which affect the future of their children. All parents were asked to sign the "Preliminary Registration Form" (Appendix S, page 168) before their child recorded their selection on the computer scan form AW 672 (Appendix S, page 170). Approximately 99% of the parents signed the form. With the involvement of the parents on all levels most apparent, there is no question that parents knew what had taken place. Any decline in the reaction came about as a result of a last minute change in program or a conflict that was irreconcilable.

Item 16 questioned the students on the orientation meeting for each grade. Although there was a total of 66% "yes" responses, the meetings were not as effective as planned. In fact, each meeting became less effective as the administrators went from the twelfth to the tenth grades. Many factors as indicated in the comments focus attention on the problem. First, there was the time element. Since many concerns and questions could not be answered in the time allotted, many students recommended a longer meeting. Students also criticized the large number of students that were being introduced to the new system; they suggested smaller groups so that questions could be answered more completely.

And finally, the participants were concerned over the lack of consistency from one administrator to another. They stated that they would understand the problems more clearly if only one individual conducted all orientation sessions.

The intent of Item 17 was merely to remind the students that they needed to be scheduled for the minimum 29 periods or the number of periods which had been approved by an administrator prior to the self-scheduling activity. The purpose behind the next two items was somewhat different.

There were two reasons for Items 18 and 19. First, was to find out how many students had signed up for a last period study so that the necessary teacher assignments and supporting paperwork could be provided. Second, was to prove or disprove a common held belief that all students wanted a last period study in order to shorten their day, or to go to work at a part-time job, or to attend the local community college. The data disproved the notion that all students desired a period seven study. It was true that more seniors, 50%, received a last period study because of their involvement in many after school activities and because they were the first to schedule. And it was true that the juniors and sophomores did not receive a last period study because that period had many course openings which those students were required to take. But it was also true

that 73% of all those that self-scheduled and responded received a study when they wanted one. No computer or administrator operating under existing circumstances could approach a percentage that high.

The last question, Item 20, sought to find out if the students thought the system of scheduling was easy to follow. While the total "yes" responses indicated 79%, seniors reacted with a 92%. In analyzing this information, the most significant reason[29] for the decline to 71% for sophomores and the 74% for juniors was the closing of certain courses for which all students were eligible but were filled with seniors.

Another question (Item 21) was included on the questionnaire (Appendix U, page 184), but was not incorporated in Table I on page 56. The reason that it was not made a part of Table I was that its usefulness was in trying to determine an approximate figure of the number of schedule changes made by students during the school year of 1974 - 1975.[30] As indicated by the number of

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[29] Another reason for the low rating of 71% by the sophomores may have been caused by the use of alternate facilities. As stated on page 18, the arrangements had to be moved on two occasions in order to accommodate the builders who were working in those areas designated for the self-scheduling activities.

[30] This was done because there was no record of the schedule changes made during the school year.

responses in Table III, 512 sophomores and juniors made changes last year.[31] When the number of students is multiplied by the frequency of changes, the amount of change and the work involved border on the absurd. Needless to say, these figures alone present sufficient cause to change the past system of scheduling.

TABLE III

FREQUENCY AND NUMBER OF SCHEDULE CHANGES FOR 1974-1975 OF SOPHOMORE AND JUNIOR RESPONDENTS

FREQUENCY OF CHANGES	NUMBER OF SOPHOMORES	NUMBER OF JUNIORS	TOTAL OF BOTH CLASSES
0	76	93	169
1	120	102	222
2	83	70	153
3	46	27	73
4	7	16	23
5	13	10	23
6	1	3	4
7	0	2	2
8	0	3	3
9	0	0	0
10	4	5	9
NO RESPONSE	10	84	94
TOTAL	360	415	775
LESS NO RESPONSE	10	84	94
	350	331	681
LESS NO CHANGES	76	93	169
INDICATED CHANGES	274	238	512

[31] These figures do not include the seniors who graduated in June, 1975, students who did not respond, and those who did not change their schedules. Therefore, the figure of 700 schedule changes as indicated on page 5 is most conservative.

It would be inappropriate to go on to the staff evaluation without listing some of the comments that students made about self-scheduling. Although the frequency of each is not included, the reactions give an indication of the student attitude about the new scheduling procedure. Their reactions follow:

POSITIVE RESPONSES

Thanks!
Great Way!
Well Worthwhile!
Should be continued!
Will get easier - become a normal process after time.
No improvement necessary.
Appreciate trust in the responsibility.
Like the system!
Administration presented the ideas well.
Gives confidence!
Got teachers we want!
Good!
Pretty good!
Will help us in college!
Best idea ever!
Excellent!
Understanding faculty!

NEGATIVE RESPONSES

Let it be the administrator's problem.
Don't want to do it - too much trouble.
Don't want the hassle!
Can't get lunch shift I wanted.
Hectic - can't get a subject I wanted.
Confusing schedule should be better written.

Evaluation by the Professional Staff

After all students had scheduled themselves and the staff had completed its responsibilities, each teacher, aide, department head, counselor, and administrator was asked to respond to the program by completing a questionnaire of 14 items (Appendix U, page 185).

The results of the staff evaluation can be broken down into two parts. The first concerns the reactions of the total professional staff, while the other refers only to those individuals who were directly involved in the implementation of the program. As can be seen in Table IV on page 71, 57 teachers and their aides, 11 department heads, three counselors, and three administrators responded to the questionnaire. It is significant that all but eight teachers, one counselor, and one administrator completed the instrument.

The 14 items that were assessed referred to the staff participation in registration and scheduling activities, materials and guidelines implemented, student-teacher interaction, and reactions to the overall process. All responses except 4 A, which asked for the number of hours of input, and 4 I, which asked for a "Greatly," or "Fairly," or "Not at All" reaction, were answered by "Yes," "No," or "?." Space was provided for written general comments regarding each evaluation item as well as for

TABLE IV

RESPONSES TO STAFF QUESTIONNAIRE ON STUDENT REGISTRATION AND SCHEDULING

		TEACHERS AND AIDES			DEPARTMENT HEADS			COUNSELORS AND ADMINISTRATORS			TOTAL RESPONSES			PERCENT RESPONSES		
		YES	NO	?	YES	NO	?	YES	NO	?	YES	NO	?	YES	NO	?
1.	A. DO YOU THINK THAT REGISTERING FOR COURSES IN JANUARY IS TOO EARLY?	32	20	5	4	7	-	6	-	-	42	27	5	57%	36%	7%
	B. DID ANY STUDENTS ASK YOU TO HELP THEM IN DECIDING FOR WHICH COURSES THEY SHOULD REGISTER?	50	7	-	10	1	-	6	-	-	66	8		89%	11%	
	C. DID YOU TAKE TIME FROM YOUR CLASSES TO EXPLAIN COURSES THAT ARE OFFERED IN YOUR DEPT.?	40	7	10	10	1	-	N/A			50	8	10	74%	12%	14%
2.	DO YOU LIKE THE FACT THAT OUR STUDENTS ARE PERMITTED TO SCHEDULE THEMSELVES?	50	4	3	11	-	-	6	-	-	67	4	3	91%	9%	4%
3.	DID YOU HELP IN THE LIBRARY WITH THE SELF-SCHEDULING?	37	20	-	11	-	-	6	-	-	54	20	-	73%	27%	
	THOSE THAT ANSWERED YES TO NUMBER THREE ANSWERED THE FOLLOWING:															
4.	A. HOW MANY HOURS DID YOU HELP?	147 HOURS			105 HOURS			152 HOURS			404 TOTAL HOURS					
	B. WERE MOST STUDENTS COURTEOUS?	34	1	2	11	-	-	6	-	-	51	1	2	94%	2%	4%
	C. WERE STUDENTS PROPERLY PREPARED?	33	3	4	10	1	-	6	-	-	46	4	4	89%	7%	7%
	D. WERE THE FORMS STUDENTS USED CLEARLY UNDERSTOOD?	33	3	4	11	-	-	5	1	-	46	4	4	89%	7%	7%
	E. WERE THE FORMS TEACHERS USED APPROPRIATE FOR THE TASK?	33	3	4	10	1	-	3	3	-	43	7	4	80%	13%	7%
	F. DID YOU NEED ADDITIONAL HELP IN SIGNING STUDENTS TO COURSES?	5	32	-	4	7	-	1	5	-	10	44	-	19%	81%	
	G. DID YOU FEEL PRESSURED AT ANY TIME?	2	35	-	4	7	-	4	1	1	10	43	1	19%	80%	1%
	H. WERE THE ADMINISTRATORS HELPFUL TO YOU?	27	2	8	10	-	1	3 (COUNSELORS)			40	2	9	74%	4%	17%
	I. WERE YOU SATISFIED WITH THE OVERALL PROCESS?															
	GREATLY	24			10			5			39			72%		
	FAIRLY	13			1			1			15			28%		
	NOT AT ALL	-			-			-			-					

comments regarding the entire process. The N factor in Table IV was 74 and it remained constant for all items. The total of 74 staff members collectively rated the registration and scheduling procedures, materials and guidelines, student action and interaction, and the total process in a favorable manner.

The overall rating of the 54 staff members who participated in both phases of the program was well over an 80% positive reaction for all nine items. As a matter of fact, the only component that received a lower positive percentage was the item which referred to administrative support. Even that figure is higher than indicated because of the nine responses that were recorded as not applicable. Those responses indicated one of two reactions. First, those members of the staff may have realized that they were properly trained and did not need help, while the other suggests an uncertainty by other staff members concerning the need for such help.

In analyzing the data, there is every indication that the vast majority of staff members was pleased with the effectiveness of the program. The first three items were designed to find out the staff reaction to the registration phase and to determine staff involvement. Because of many vocal concerns by administrators, staff members, and students over the policy of the school system about early selection of courses, all staff personnel were asked,

as were the students, if they thought the January registration was too early. While 64% of the students said "yes," 57% of the staff responded the same way. This data, as stated on page 57, may provide the necessary input for future change.

Questions B and C of Item 1 were designed to elicit from the staff the humanization factor. It was the intent of this project to humanize the registration and scheduling process. When 89% of the staff (Item 1 B) was asked by students for help and 74% of the teaching staff (Item 1 C) took time to explain their programs, there can be no question that this interaction provided the humanization element that was sought. In the past, this element was practically nonexistent except with counselors and administrators.

Item 2 was most significant in that it attempted to ascertain the attitude of the staff about self-scheduling. With only a 5% negative response, there is no question about their interest in continuing the program in the future.

As stated previously, 54 staff members participated in the actual implementation of the self-scheduling process. Question 3 identified those individuals. It should be noted that most of the staff members would have participated but could not because of teaching or other assigned duties. Those who did contribute their time indicated that they spent a total of 404 hours in the

scheduling of students (Item 4 A).

Since the purpose of this project was to personalize and individualize a program meeting individual student needs, interests, and wants, and at the same time make it efficient, the responses to the items in question four indicate both the necessary mechanical aspects of the activity and its humanistic elements.

It was thought that many students would become frustrated by the experience and show discourteous behavior, but only one teacher stated that students were not courteous. While there may have been a certain amount of frustration, the figures in Item 4 B are most significant in that they certainly indicate that our students acted not only in a mature but a humanistic way. Although data were not collected to ascertain the amount of teacher-student interaction that took place prior to self-scheduling, whatever amount took place must have been the cause for such a favorable reaction.

In determining the preparedness of students (Item 4 C), again there was the element of student maturity. With 85% of the staff indicating that students were properly prepared, it is obvious that students were serious about this new responsibility.

However, it was also important to find out if the forms that were developed were functional and appropriate (Items 4 D and E).

While improvements were suggested in the comments that pertained to the numbering of one of the class list forms, over 80% of the staff responded in a positive way.

The mechanics of the overall operation were constantly scrutinized for weaknesses. It was evident that at certain times some of the stations were understaffed. However, Item 4 F indicates that 81% of those on duty during the scheduling activity said that they did not need help. While this is an adequate figure, it should be better in future operations since the staff members are now experienced in the process.

Item 4 G was directly related to the above item because it too dealt with the pressure of time in dealing with students in the scheduling activity. It also was similar in its response with 80% stating that pressure was not felt. Like Item 4 F, this response should be significantly better because of the experience factor.

Item 4 H concerned administrative help. While the response indicated 78% "yes," this figure could be misleading because 18% 18% of the staff had to respond "not applicable." This figure was included in the data summary in order to indicate the number of personnel who were trained in the techniques, and as a result, considered themselves sophisticated enough to satisfactorily perform the activity.

The last question, Item 4 I, attempted to seek general satisfaction for the overall process. With no one responding negatively, the figures, "Greatly" - 72% and "Fairly" - 28%, appear that the participants were content with the results.

Although the effectiveness of the program as viewed by the staff was most evident, the questionnaire provided additional information that will help both in the improvement and in the institutionalization of the program.

Teachers comments included:

Some lower ability students need additional counseling.
Some students were not prepared to be flexible.
More emphasis in signing up first for singletons.
A concern about listing the names of teachers.
More assistance at scheduling and covering classes.
More clarification on courses that close.
Pick another time for scheduling when things are not rushed.
Have students sign up for ability sections.

Department Heads comments included:

Emphasize the need for 29 class periods.
Decide on a way for getting students scheduled without difficulty who are in the afternoon classes.
Watch out for the big rush at the beginning of each period.
Post the closing of courses in a manner that would avoid conflicts.

Emphasize the balancing of classes.

Registering early is advantageous because it helps resolve student problems.

Counselors and Administrators comments included:

Post the Master Schedule earlier so that students can make changes in registered courses if they need to make them because of conflicts.

Require all students to attend the orientation sessions.

Avoid using Roman numerals for sections of subjects. Some students think those numerals are ability sections.

Number class list forms in a different manner.

Assign additional personnel to the check out station so credits and courses are carefully scrutinized.

Assign additional staff members to small departments.

Conduct self-scheduling in August when students know exactly what they want.

Evaluation by the Clerical Staff

In order to get a total picture of the amount of input into the program and suggestions from all personnel to make necessary improvements, an evaluation by the four clerical staff members was essential. These individuals, who facilitated many of the administrative decisions, provided a different view of the program and the problems that developed. Their input was gathered from the clerical questionnaire that may be found in

Appendix U on page 186.

As depicted in Table V on page 79, the responses were consistent and positive. In addition to attitude reactions as indicated by Items 1, 2, and 8, time factors (Items 3, 4, 5, 6, and 7) and personal comments (Item 9) were also elicited.

In analyzing the data in Table V, Items 1 A and 1 B, which dealt with the registration process, indicated that while the January registration posed no additional burden on clerical time, two of the four clerks thought that registering in January was too early.

Items 2 A and 2 B concerned the tallying process. All four clerks responded "no" (Item 2 A) when asked if they would like to return to hand tallying the registration forms. However, only two of the secretaries reacted to Item 2 B, which asked if they would prefer to use the computer instead of the hand tallying process. These two individuals said "yes," but the two who did not respond appeared to be confused over the question since they thought it referred to the tallying process used in administrative scheduling which made sure that not too many students were assigned to any particular course or section.

The next five questions, Items 3, 4, 5, 6, and 7, asked for the amount of clerical time that was spent on the various aspects of the past and present programs. Items 3, 4, and 6 dealt with

TABLE V

CLERICAL RESPONSES TO QUESTIONNAIRE ON REGISTRATION AND SCHEDULING

N = 4	YES	NO	DID NOT RESPOND	HOURS
1 A. DO YOU THINK REGISTERING FOR COURSES IN JANUARY IS TOO EARLY?	2	2		
B. DOES THIS EARLY REGISTERING FOR COURSES CAUSE AN ADDITIONAL BURDEN ON YOUR TIME?	0	4		
2 A. WOULD YOU PREFER TO RETURN TO THE HAND TALLYING PROCESS?	0	4		
B. DO YOU PREFER THE USE OF THE COMPUTER FOR THIS PURPOSE?	2	0	2	
3. HOW MUCH TIME DID IT TAKE FOR YOU TO COMPLETE THE HAND TALLYING OF STUDENT REGISTRATIONS FOR COURSES IN THE PAST?			2	16
4. HOW MUCH TIME DID YOU SPEND ON THE REGISTRATION PHASE OF OUR PAST PROGRAMS?			1	52
5. HOW MUCH TIME DID YOU SPEND ON REGISTRATION THIS YEAR?				104
6. HOW MUCH TIME DID YOU SPEND ON THE SCHEDULING PHASE OF PAST YEARS?			2	135
7. HOW MUCH TIME DID YOU SPEND ON THE SELF-SCHEDULING PHASE THIS YEAR?				73
8. IS THE NEW PROGRAM BETTER THAN THE PAST?	4	0		

past registration and scheduling, while Items 5 and 7 concerned the present system.

In examining the above items, many factors can be read into the amounts of time that the clerks said were expended. One could total Items 3, 4, and 6 and say that the 203 hours as indicated are more than the 177 hours recorded in Items 5 and 7. One could also say that the insignificant number of hours cannot justify the amount of time that went into the design of the new program. It was true that only 26 hours less were spent by the clerical staff this year than in the past, but it was also true that two of the secretaries did not respond to Items 3 and 6, while one did not react to Item 4. There are two reasons for this fact. First, one of the personnel was relatively new and was not involved in certain phases of the old program. Second, the other secretary was only involved in the past program in a limited way because of other responsibilities. Their complete involvement in the past would have increased the amount of hours greatly. They were certainly needed since the old program was less than effective. But one fact remains that is most significant; the new program attempted to involve everyone and as a result substantially reduced the overall workload of all clerical personnel in working with student registration and scheduling.

The opinion of the secretaries concerning the new registration and self-scheduling program certainly manifests itself in the response to Item 8. They were asked if the new program is better than the past; they all answered "yes."

While the reactions of these staff members were most encouraging, they also provided comments that were significant and helpful. They included:

Need tighter control on the final check out.

Emphasize the necessity of changing teachers due to class size. There is no guarantee that the exact teacher will be teaching that class.

No changes should take place except for errors in scheduling.

Allow more time for self-scheduling.

When exceptions are made such as a 4 period sewing class to accomodate a science lab make sure the exception is noted and approved with initials so that in the fall there will be no questions asked.

More care should be taken to see that all absentees are scheduled.

Make sure that all students attending Randallstown have "Hard Cards."

Faculty Response on the Fall Implementation of Self-Scheduling

In order to better understand the impact of the self-scheduling program on the organization of the school, a follow-up study of the reaction of the faculty members was made during the first semester of the school year. A questionnaire (Appendix U, page 187) was used to elicit their responses. The instrument, which consisted of four items, attempted to find out from the teachers the frequency of schedule changes, the balance of class sizes, the success of ability sectioning, and the teacher-student compatibility.

The responses of the staff are found in Table VI on page 83. As indicated from the table, 63 individuals completed the instrument, while ten of the staff did not.[32] In analyzing the data from the questionnaire, two elements have been integrated in the explanation. First, there is the staff reaction to each of the four items. Second, each item includes significant comments made by the faculty members who responded.

Item 1 asked if faculty members experienced fewer students changing their schedules. With a responses of 56 out of 63 stating that there were fewer changes, there was no doubt as to the effectiveness of the program in reducing schedule changes.

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[32] While several of the staff members did not complete the questionnaire for reasons known only to them, others were ill for an extended period of time and could not complete the instrument.

TABLE VI

STAFF RESPONSE TO QUESTIONNAIRE ON FALL IMPLEMENTATION

N = 63	YES	NO	BETTER THAN	AS GOOD AS	WORSE THAN
1. HAVE YOU HAD FEWER STUDENTS CHANGING THEIR SCHEDULES THIS YEAR?	57	6			
2. WERE THE SIZES OF YOUR CLASSES BALANCED TO YOUR SATISFACTION?	44	19			
3. IN COMPARING WITH PAST YEARS, WAS THE ABILITY SECTIONING OF YOUR STUDENTS THIS YEAR ...			7	50	6
4. IN COMPARING WITH PAST YEARS, HAS TEACHER-STUDENT COMPATIBILITY BEEN ...			10	48	5
TEN staff members did not respond.					

This figure is supported by one given to the Nova participant by the present assistant principal at Randallstown High School, Dr. William Bruce, who is now in charge of student scheduling. He reported to me that approximately 4% of the student body had their schedules changed. This figure represents about 70 students. When one compares this figure with the figure of 512 changes (Table III, page 68) for the sophomores and juniors of last year, there is further enhancement concerning the effectiveness of the project.

The comments made by the seven teachers who recorded negative responses are appropriate at this time since their views are similar. They felt that, because of a change in administrative personnel, more schedules were changed than needed to be. They reasoned that the new assistant principals[33] were not aware of the many idiosyncrasies of some students and as a result permitted changes that the other administrators would have rejected.

Item 2 asked teachers if class sizes were balanced to their satisfaction. With 19 out of 63 responding "no," this question

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[33]The Nova participant, who was in charge of registration and self-scheduling, was promoted to a principalship, while the other assistant principal was transferred to a larger high school closer to his home.

received the largest negative reaction. However, such a response was expected since very few teachers would ever agree on what the perfect class size should be. The 30% certainly proved that point. In their comments, some thought a class of 12 students was too small, while others said it was ideal. Other remarks that were made which emphasized the above issue included:

31 students in a class are too many.
One class had more than the others.
28 students in a low ability class are too many.
Too many students in low ability sections and too few in high ability sections.
32 students in a class with only 31 working typewriters.
Two sections of Speech I were not equal in size.
English 12 - Pattern 3 was too big.
Three sections of Spanish IV have 12, 27, and 17 students.

The third question, Item 3, attempted to determine the quality of the ability sectioning. Only six teachers recorded a negative response, while 50 said it was "as good as" and seven said "better" than the past. While the comments of the staff concerning this question were sparce, they were, however, significant. Those comments included:

Ability sectioning in foreign languages has not been done now or in the past - but it should be.
Abiltiy sectioning has never been very good, therefore, this system is just "as good as" the old.

Mathematics 10 is the only class that has poor ability sectioning.

Students can get around the system if they wish.

Ability sectioning was easy to do because of the parallel scheduling.

Students were not properly "screened" for Honors courses and the open space areas.

There is still heterogeneous grouping.

In past years, one of the reasons most often given by students for wanting to change their schedules was the incompatibility between teachers and students. One of the purposes of self-scheduling was to develop a better attitude in the staff concerning the placement of students in classes. It was felt that if a student had the opportunity to select the teacher and subject of his choice, he would not only remain in the class because he was content in the fact that the selection was his decision, but he would have a more positive relationship with his teacher since the teacher knew the student wanted to be in his class. Item 4 on the questionnaire attempted to determine the attitude of teachers concerning the affect of the self-scheduling program on teacher-student compatibility. As indicated in Table VI on page 83, only five of the 63 teachers said it was "worse than" previous years.

There were only five of the 63 respondents that included

comments concerning compatibility. Two were positive, while the other three were negative responses. The two affirmative comments supported the fact that because of the subjects taught and the personalities of the teachers involved, it was proper that students had the opportunity to select teachers that had compatible philosophies and personalities. On the other hand, the three "worse than" comments indicated that the incompatibility may be related to the high ratio of boys to girls, the fact that "open space" became a part of the process of instruction, and a general decline of student expectation about education.

Personal Assessment

In addition to the analysis of data, and the comments and suggestions of all staff members, it is most appropriate for me, the coordinator of the program and the Nova participant, to include a personal assessment of the project. This assessment includes the administrative input that reflects the time-effectiveness and management effective strategies brought about by the overall process.

While the system as developed was not perfect, it certainly contained those basic elements which could develop it into a highly effective process. The previous registration and scheduling system contained a very elementary flaw. It did not provide for student expression or decision making, and as a

result, led to massive indecision and schedule changing. The amount of time that I expended just in the changing of about 700 schedules amounted to over 40 days of work. With the involvement of support personnel, the total time was incalculable.

The voluminous amount of work, however, was in the rewriting of schedules that initially took four administrators, three secretaries, and one counselor six weeks during the summer to complete. Needless to say, not only was the past process very inefficient, but highly ineffective.

Where the previous program relied on student selection of courses and administrative decision making in providing a list of courses that were requested, the present system bases its success on student selection of courses and student decision making in developing a list of courses that the individual needs to fulfill his scholastic program. The secret of the program rests in placing the responsibility for decision making on the individual that it most affects. That individual is the student. No computer or administrator without continual student input can develop a program of studies the way a student can himself. A computer can select from a list of courses and complete a program, an administrator can do likewise; but a student can select what is currently available, reject that which is not to his liking, determine those elements that are most compatible with his own

philosophy, and decide the necessary items or circumstances available to him in a conflict situation.

Although the past program did not utilize the number of personnel as the new one, the past program was not nor was it intended to be one of a personal nature. While the old "thought" it was only necessary to give what was requested, the new "thought" it was important to provide the element of decision making. But decision making is faulty unless one receives sufficient and adequate input in order to thoroughly analyze the situation. Therefore, with total staff involvement and its continuous input through the final phase of the program, students had the resources available to help them in deciding the proper course of action.

In analyzing the present program, one could state that its success was based on the proper utilization of staff members. While the past program practically ignored teachers as a resource, the new one capitalized on the talents of teachers by interjecting the humanization factor of student-teacher interaction.

It is evident throughout the total process that time and management effective strategies were continually scrutinized. Not only was it important to realize how much time was needed to complete each item and the necessity of meeting deadline after deadline, but it was also urgent that personnel, conditions, and

factors influencing each had to be manipulated in order to produce optimum results.

Before developing the summative evaluation of the project, it is important for the participant to include certain of his own suggestions that would improve the program. They include:

1. Increase the amount of class time for a student to complete the AW 672 computer registration form. A 45 minute period is insufficient for accuracy.
2. Make sure at least two staff members are present in any class when explaining and completing any phase of the registration and scheduling process. One person is not sufficient to handle and scrutinize appropriate forms and materials.
3. Make sure that all staff members have an outline of things to do when visiting classes for registering or scheduling. There is a need to be as consistent as possible throughout the process.
4. Insist that all students attend the pre-scheduling orientation meeting. Students need a last minute review of the process.
5. Select the majority of students for self-scheduling by means of a lottery. This system would be much more equitable than by the class selection method.

6. Post the "Master Schedule" at least two weeks prior to self-scheduling. Students will have an opportunity to undo conflicts in their programs.
7. Make sure that students with unique circumstances and course selections have priority. Students attending college on a part-time program, going to the vocational school, and taking a program of six majors need to be scheduled first.
8. Schedule students over a larger period of time. If each class had two days in which to schedule, students in those classes could be more precise in completing their "Hard Cards."
9. Assign sufficient personnel to each scheduling station. Several stations were understaffed.
10. Assign all guidance personnel to the check-out station. This will prevent a backing up of students.
11. Change the numbering system on the class list forms. The numbers should be consecutive in order to avoid erroneous tabulating of students.
12. Assign individuals to check all completed "Hard Cards" for accuracy, neatness, and completeness. More help was needed to avoid careless mistakes.

13. Inform all students who do not wish to go through the self-scheduling process that their schedules will not be changed once completed by an administrator.
14. Post the "Master Schedule" in the fall of the year so that students have an opportunity to check their schedules for errors.
15. Consider the possibility of self-scheduling the week before school opens.

Summative Evaluation in Relation to Objectives

The primary objective of the project was to develop and implement a program of student registration and self-scheduling in a comprehensive high school that was both efficient and personalized. However, in order to demonstrate the effectiveness of the project, specific objectives were developed. Therefore, in considering the comprehensive evaluation of the total practicum effort, it is most appropriate to relate its results and interpretations to the originally stated 11 objectives. They will each be restated with a brief description of the evidence which substantiates the evaluative judgement made regarding each objective and the degree to which each has been met.

Objective 1. At least 99% of all pupils who would attend Randallstown High School in 1975 - 1976 would be registered.

One of the problems in developing the master schedule for the school was to make sure that classes were not overloaded. Therefore, it was important that the registration of students was done as accurately as possible so that courses were offered to meet the demands of the students. The registration phase of the total process met those demands and proved to be highly effective. As stated on page 53 in footnote 26, there were 1711 students enrolled at Randallstown High School as of September 18, 1975. With the exception of the 22 "lost" students, a fact that was explained on page 29, all other students were registered properly. While the Nova participant had hoped for at least a 99% registration of all students, the figure of 98.7%, which represented 1689 registered, proved a highly effective system.

Objective 2. At least 90% of those students would participate in the self-scheduling phase of the program.

As stated on page 53, 1475 students participated in the self-scheduling process. In planning the program, it was my hope that at least 90% of those who registered would also complete the self-scheduling phase. This figure may have been too optimistic because it was necessary for incoming sophomores to give up one of their summer vacations days in order to complete their schedules. However,

over 425 of those individuals completed the self-scheduling. With those students and the 530 juniors and 520 seniors, there was a total involvement of 86.2%. Although the percent represents a slightly lower figure than what was anticipated, the success of the program was not diminished.

Objective 3. The clerical staff would agree 100% over the elimination of the hand tallying process.

As stated in Table V on page 79, all four secretaries said "no" to the question that asked if they would prefer to return to the hand tallying process. With a 100% response, there is no doubt that the above objective was fulfilled.

Objective 4. At least 90% of those students participating in the registration and self-scheduling process would approve of it.

An attempt was made to respond to Objective 4 through an analysis of Items 6, 7, and 10 on pages 57 to 61, but Items 10, 12, and 13 in Table I on page 56 further emphasize the fact that the objective, while short of its 90% expectation, was realized.

With 86% of those students who responded to the questionnaire (Appendix U, page 183) indicating that they liked making their own schedules (Item 10), and 86% and 92%, respectively, stating that they did not want an administrator (Item 12) or a computer (Item 13) to complete their schedules, there is no question about student

approval for the program. In responding to the concern of student approval for the registration phase, it is important to note that while 36% of the students thought registration may be too early, 92% of them indicated that they had no trouble changing courses for which they had registered. This figure is certainly indicative of the effectiveness of that phase of the program.

Objective 5. At least 90% of all administrators and guidance personnel would approve of the registration and self-scheduling process.

All items in Table IV on page 71 reflect the positive reaction of the administrators and counselors toward the registration and self-scheduling process. From complete agreement with Items 4 B and 4 C, which concerned the politeness and preparedness of students, to Item 4 I, which indicated the overall satisfaction, the above individuals clearly approved the process. A further accentuation of their approval was echoed by the responses to Item 4 I. When five out of the six individuals indicated that they were "greatly" satisfied with the overall process, while the other was "fairly," there can be no question concerning their approval.

Objective 6. At least 93% of all teachers would approve the method used in sectioning of students, balancing class loads, providing for student-teacher compatibility, and reducing the number of schedule changes.

In developing the above objective, I initially thought that I could obtain from the staff at least a 93% favorable reaction on all of the items as a total cluster. However, in order to get a thorough understanding of the reaction of the staff, I decided to break the objective down into its integral parts. As explained previously on page 86, this was done by asking the staff to complete a questionnaire (Appendix U, page 185) in the fall of the year that contained the individual items.

While all of the responses to each of the four items are listed in Table VI on page 83 and analyzed on pages 82 to 87, a certain amount of redundancy is necessary for this summative evaluation.

The first question asked the teachers if they experienced a reduction in student requests for schedule changes. With 92% (59 out of 63) responding in the affirmative, the reaction was most significant. But the percent should have been much higher. As indicated on page 84, only 4% of the 1711 students changed their schedules.

The second question asked the teachers if their classes were satisfactorily balanced. As analyzed on pages 84 and 85, the reaction to this item received the lowest positive response of the four. Only 70% (44 out of 63) of the staff members indicated a proper balance of class sizes. This figure, although lower than the others, is an indicator for identifying the desires of individual teachers.

In future self-scheduling, the possibility exists that the needs and wants of teachers could be taken into consideration. While every care was given in meeting the needs and wants of students, it is not only conceivable but possible that the factors of teacher instructional strategies, which include class size, technique, and grouping, could be taken into consideration. But because of budgetary limitations and staffing requirements, this is not immediately within reach.

The third question asked the teachers to compare their ability sectioning with past experiences. With 90% (57 out of 63) stating that sectioning was "better than" or "as good as," the response indicates a most effective situation.

The last question tried to determine if the method helped student-teacher compatibility. Of those 63 teachers that responded, 58 said that the new system was either "better than" or "as good as" past years. Only five teachers (8%) said it was not. A figure of

92% is most significant for this response since it indicates a low level of teacher-student incompatibility.

Objective 7. The principal will accept the program and continue the registration and self-scheduling process.

Mr. Max Baumann, the principal of Randallstown High School, has informed me that the registration and self-scheduling process has been accepted as the system for assigning students to courses. Dr. William Bruce, the assistant principal, will coordinate all of the activities that relate to the system.

Objective 8. At least 95% of the staff will approve the continuation of the registration and self-scheduling process.

Two questions on the staff questionnaire (Appendix U, page were developed to ascertain this objective. One, Item 2, attempted to determine the attitude of teachers after the self-scheduling activity was completed, while the other, Item 4 I, elicited from those staff members who were directly involved how satisfied they were with the overall process.

The response to Item 2 indicated that 91% agreed with self-scheduling, while Item 4 I showed that 100% of the staff members were either "greatly" or "fairly" satisfied with the

program.

While the design and implementation of procedures for student registration and scheduling are administrative responsibilities, the attitude and cooperation of the staff concerning any process are important to its success. Therefore, the data obtained from the above objective are important and essential. There is no question that the attitude of the staff concerning the program is most positive and indicates approval and acceptance.

Objective 9. At least 75% of the parents show involvement in the process.

In addition to the requirement that all students needed the signature of a parent on the Preliminary Registration Form (Appendix D, page 112), two items in Table I on page 56 further point out the extent of parent involvement. The first, Item 14, asked students if their parents liked the fact that their children scheduled themselves, while the other, Item 15, tried to determine parental involvement in the courses for which their children had scheduled.

Item 14 had a negative response of only 5%, while 44% of the students did not know how their parents reacted to the scheduling process. Item 15, however, indicated that 81% of the students felt that their parents knew what they had scheduled. From the

information on the registration form and from the data collected about parent involvement as indicated in Table I and analyzed on page 64, there is no question that parent involvement exceeded the anticipated 75%.

Objective 10. At least 75% of the staff members show involvement in the process.

As seen in Table IV on page 71, there are three questions that respond to the above proposed criteria. The first is Item 1 B in which 89% of the staff members that responded indicated that they were asked by students for help. In Item 1 C, 74% of the instructional staff stated that class time was used to explain programs and courses, while Item 3 shows that 73% actually participated in the self-scheduling phase of the program. The figures clearly indicate achievement of the above objective.

Objective 11. The number of schedule changes as a result of student dissatisfaction will be reduced from a yearly average of 700 to approximately 50.

As stated on page 84, Dr. William Bruce, the assistant principal who is now in charge of student registration and self-scheduling, reported that approximately 4% of the student body had their schedules changed. Based on an enrollment of 1711,

this percentage represents about 68 students. Although I estimated that there would be a reduction of schedule changes from a yearly average of 700 to approximately 50, the figure of 68 indicates a highly effective system. However, as it is explained on page 84, the number of changes may have been higher because of the change in administrators.

FURTHER APPLICATION

It was the intent of the practicum effort to develop and apply effective techniques for systematizing such a process so that it could be implemented in any comparable situation without my direct supervision. Therefore, it was necessary to devise strategies and develop materials that would serve not only the needs of the system for which the project was designed, but would have the necessary utility for other systems.

Throughout the development of the project, administrators and students from other schools and systems called on me to inquire about the progress of the program. It was evident that our faculty and students at Randallstown spoke freely about the merits of the venture. I invited all interested people to come observe the self-scheduling phase of the program. While there, I informed them of the process and the product, and provided them with the various materials as itemized in the appendices.

As it developed, the project evolved into a package that could be implemented into other schools by modifying certain elements. But this was not the extent of the application of the practicum effort; other situations developed that permitted a greater impact.

Other than the interest shown by those administrators who closely followed the progress of the project, the first chance to introduce the idea to individuals outside my own system arose during the summer of 1975. I was asked by Dr. Joseph Procaccini, Chairman and Director of Graduate Studies in Education at Loyola College of Baltimore, to teach a graduate administration course at their Columbia campus. I quickly accepted the position because it gave me the opportunity to present the program in all of its complexities to other educators from different school systems. Since the course, which was called AD MA Administrative Functions, concerned problems and practices in administering a school, an explanation of registration and scheduling systems was in order. Naturally, the registration and self-scheduling program of Randallstown was thoroughly explained.

Another opportunity to "showcase" the project came about when I was asked to offer a mini course (Appendix V, page 189) to administrators and supervisors in Baltimore County. This course, which was called, A New Look at Scheduling, was held on February 17,

1976 and was attended by 15 local educators from the Baltimore County Public School System.

The schedule, which may be found in Appendix V on page 191, consisted in a slide presentation of the complete process, distribution and explanation of the forms and materials utilized, and the interpretation of the data that proved the merits of the program. There was no question that the problem in registration and scheduling that I identified was a most important one and that my solution was of interest to those educators with similar problems.

As stated previously, it was my intent to develop a system that could be implemented without my direct supervision. Little did I realize that my thoughts would materialize so quickly. In May, I was asked to assume the principalship at Arbutus Junior High School at the close of the school year and after the self-scheduling program had been completed. I wondered out loud if the system that I developed would work with a new assistant principal as its coordinator. Naturally, I accepted the promotion. However, before I left Randallstown, I made it clear that I would be available for consultation. Dr. William Bruce, the new assistant principal at the school and coordinator of the program, has extensively utilized my services. Without doubt, the program, which is halfway through its second year, has lived up to my expectations

and that of the school. It has indeed become institutionalized, since it is now a permanent part of the student registration and scheduling operation of the school.

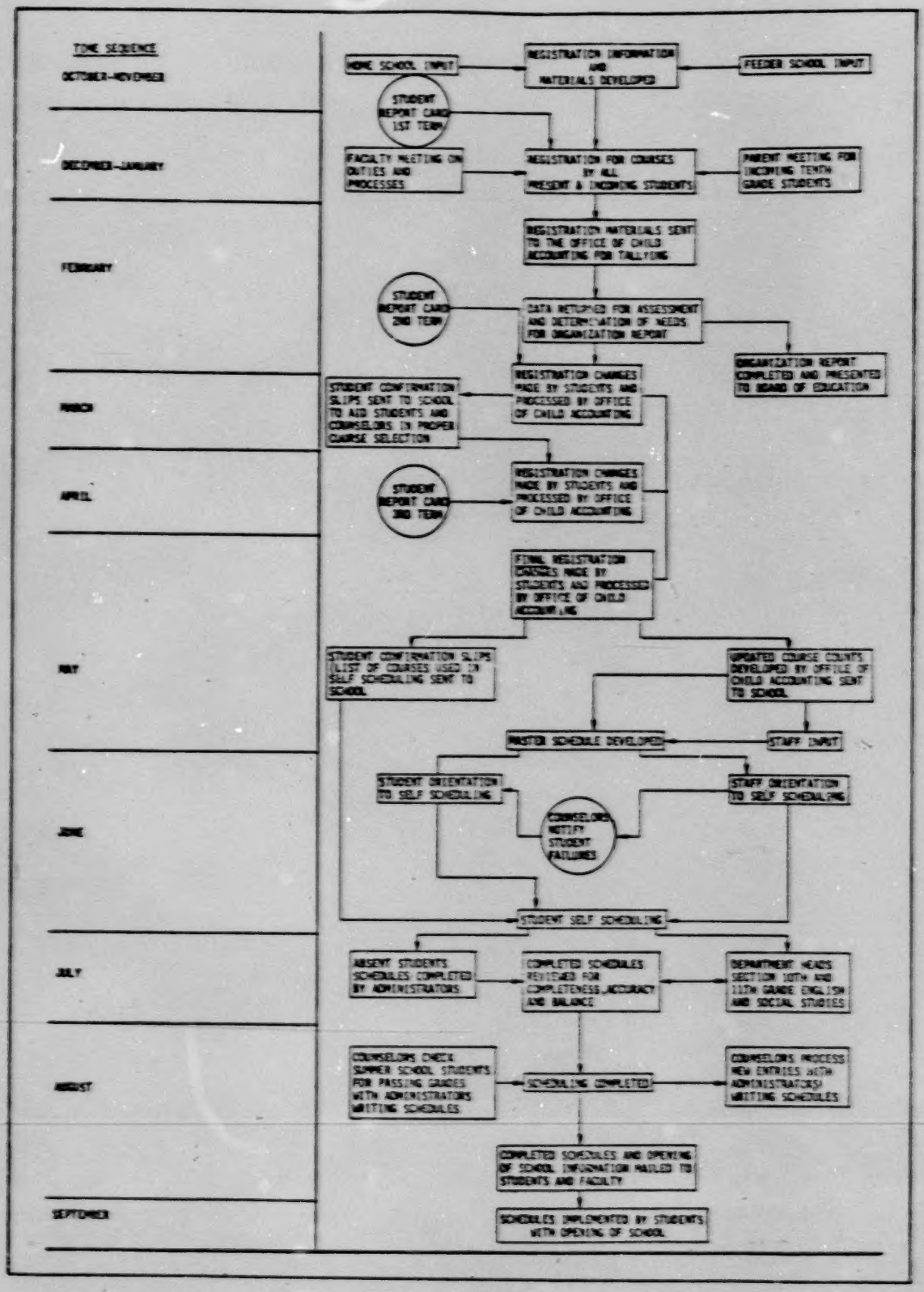
However, the application of the program is also evident in my new position as principal of Arbutus Junior High School. Although I could not implement the self-scheduling aspect of the project, I did transfer other parts of the total process. My school is now the only junior high school in Baltimore County which utilizes the computer to tally student registration forms in a process that will completely individualize student schedules for the school year 1976 - 1977. With certain modifications, I successfully transplanted the registration process that I developed at Randallstown High School. As principal, I made it a permanent part of the student registration procedures at Arbutus Junior High School.

With acceptance of the total project at Randallstown and implementation of part of its process at Arbutus, there is no doubt that the practicum effort has become a catalyst for change.

APPENDICES

APPENDIX A

FLOWCHART ON STUDENT REGISTRATION AND SELF-SCHEDULING


TIME SEQUENCE
OCTOBER-NOVEMBER
DECEMBER-JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
HOME SCHOOL INPUT
REGISTRATION INFORMATION AND MATERIALS DEVELOPED
FEEDER SCHOOL INPUT
STUDENT REPORT CARD 1ST TERM
FACULTY MEETING ON DUTIES AND PROCESSES
REGISTRATION FOR COURSES BY ALL PRESENT & INCOMING STUDENTS
PARENT MEETING FOR INCOMING TENTH GRADE STUDENTS
REGISTRATION MATERIALS SENT TO THE OFFICE OF CHILD ACCOUNTING FOR TALLYING
STUDENT REPORT CARD 2ND TERM
DATA RETRIEVED FOR ASSESSMENT AND DETERMINATION OF NEEDS FOR ORGANIZATION REPORT
ORGANIZATION REPORT COMPLETED AND PRESENTED TO BOARD OF EDUCATION
REGISTRATION CHANGES MADE BY STUDENTS AND PROCESSED BY OFFICE OF CHILD ACCOUNTING
STUDENT CONFIRMATION SLIPS SENT TO SCHOOL TO AID STUDENTS AND COUNSELORS IN PROPER COURSE SELECTION
REGISTRATION CHANGES MADE BY STUDENTS AND PROCESSED BY OFFICE OF CHILD ACCOUNTING
STUDENT REPORT CARD 3RD TERM
FINAL REGISTRATION CHANGES MADE BY STUDENTS AND PROCESSED BY OFFICE OF CHILD ACCOUNTING
STUDENT CONFIRMATION SLIPS (LIST OF COURSES USED IN SELF SCHEDULING SENT TO SCHOOL
UPDATED COURSE COUNTS DEVELOPED BY OFFICE OF CHILD ACCOUNTING SENT TO SCHOOL
MASTER SCHEDULE DEVELOPED
STAFF INPUT
STUDENT ORIENTATION TO SELF SCHEDULING
STAFF ORIENTATION TO SELF SCHEDULING
COUNSELORS NOTIFY STUDENT FAILURES
STUDENT SELF SCHEDULING
ABSENT STUDENTS SCHEDULES COMPLETED BY ADMINISTRATORS
COMPLETED SCHEDULES REVIEWED FOR COMPLETENESS, ACCURACY AND BALANCE
DEPARTMENT HEADS SECTION 10TH AND 11TH GRADE ENGLISH AND SOCIAL STUDIES
COUNSELORS CHECK SUMMER SCHOOL STUDENTS FOR PASSING GRADES WITH ADMINISTRATORS WRITTING SCHEDULES
SCHEDULING COMPLETED
COUNSELORS PROCESS NEW ENTRIES WITH ADMINISTRATORS/ WRITTING SCHEDULES
COMPLETED SCHEDULES AND OPENING OF SCHOOL INFORMATION MAILED TO STUDENTS AND FACULTY
SCHEDULES IMPLEMENTED BY STUDENTS WITH OPENING OF SCHOOL

APPENDIX B

CHRONOLOGY OF STUDENT REGISTRATION AND SELF-SCHEDULING

CHRONOLOGY OF STUDENT REGISTRATION AND SELF-SCHEDULING

September 13, 1974	Develop calendar of registration and scheduling events
October 11	Counselors and administrators meet to discuss registration procedures
November 15	Coordinator meets with counselors and administrators to discuss materials to be used
November 22	Articulation conference with representatives of feeder schools, school counselors, and administrators
December 2	Department chairperson meeting to discuss registration and self-scheduling concepts
December 16	Faculty meeting to orient teachers to registration materials and procedures
January 2, 1975	Feeder schools distribute invitations concerning 9th grade parent meeting
January 8	Parent meeting for incoming 10th graders
January 7 - 10	Counselors visit 10th and 11th grade social studies classes to distribute preliminary registration forms, review materials, and answer questions
January 14 - 17	Administrators return to social studies classes to review and approve preliminary registration forms and to complete the registration form AW 672
January 24	Aides check to see that all registration forms are complete. Students whose forms are missing will be called to the guidance office to arrange their programs.
January 31	Student registration forms AW 672 sent to the Office of Child Accounting for tallying
February 14	All tallies due to Mr. Baumann from Child Accounting
	Begin developing Master Schedule
May 6 - 8	Hard cards completed by 9th grade students in classes selected by feeder schools
May 12 - 14	Counselors visit 10th and 11th grade social studies classes to resolve schedule and registration difficulties
May 16	Transfer of record information sent to feeder schools
May 23	All schedule changes completed
May 30	Master schedule finalized and posted
June 4	Master schedule duplicated for staff and students
June 9 - 13	Administrators visit social studies classes to explain the process of self-scheduling
June 16	Self-scheduling for vocational students and students who have been approved to attend Catonsville Community College
June 17	Self-scheduling for seniors
June 18	Self-scheduling for juniors
June 19	Make-up date for absentees
June 24	Self-scheduling for incoming 10th graders (A - K)
June 25	Self-scheduling for incoming 10th graders (L - Z)
June 26	Make-up date for incoming 10th grade absentees

APPENDIX C

THE HARD CARD

SC B G WV PD SP H X

RANDALLSTOWN HIGH SCHOOL ------ REGISTRATION SHEET

Boy ( ) Girl ( )

Name _____ Phone _____ V_____ Q_____ T_____
(Last) (First) (Initial)

Address _____ Date of Birth: Mo._____ Day____ Yr._____
(No.) (Street) (Zip Code)

Parents: (Father)_____ (Mother)_____

COURSES	GRADE 9	Gr.	Cr.	GRADE 10	Gr.	Cr.	GRADE 11	Gr.	Cr.	GRADE 12	Gr.	Cr.
English	English 9			English 10			English 11			English 12		
Social Studies	SS 9			SS 10			SS 11					
Science												
Math												
For. Lang.												
Business Education												
Home Economics												
Ind. Arts												
Voc. Ed.												
Art												
Music-Vocal												
Band												
Orchestra												
Physical Ed.	Physical Ed.			Physical Ed.			Physical Ed.					
Driver Ed.												
TOTALS	Per. per wk.			Per. per wk.			Per. per wk.			Per. per wk.		
Alternate Electives												
Approval												

Per.	GRADE 10	GRADE 11	GRADE 12
1			
2			
3			
4			
5			
6			
7			
Lch			

APPENDIX D

PRELIMINARY REGISTRATION FORMS

TENTH GRADE

RANDALLSTOWN HIGH SCHOOL REGISTRATION FORM - 1975 - 1976

NAME _____ _____ ___ _____ _____
Last First M.I. Date of Birth Phone

ADDRESS _____ SEX (M.F.) ____
No. Street City Zip Code

PRESENT GRADE _____ SECTION _____ NAME OF SCHOOL IN 1974-1975 _____

INSTRUCTIONS & INFORMATION

A. Use PENCIL only.
B. Only the courses listed on this form are offered at Randallstown High School.
C. Final determination of courses offered will be based on registration.
D. Circle course code numbers to total 29-35 periods per week.

SEM. 1 - 1st Semester Course only
SEM. 2 - 2nd Semester Course only
SEM. 1, 2 - Either 1st or 2nd Sem. Course
SEM. 3 - Full Year Course
CR. - Amount of Credit
PDS. - Periods per week
- Invitation Only
% - Recommendation Only - A or B in Alg I&II

CODE	PDS	SEM.	CR.	TITLE
1040	5	3	1	English 10
1310	5	1,2	½	Writ. Comp.
1190	5	1,2	½	Journalism I
1220	5	1,2	½	Speech I
1270	5	1,2	½	Theatre Art I
3390	5	3	1	Math 10
3110	5	3	1	Algebra I
3120	5	3	1	Algebra II
3210	5	3	1	Geometry
1800	5	3	1	% Geom/Transform.
2150	5	3	1	SS 10
1520	5	3	1	French I
1550	5	3	1	French II
1560	5	3	1	French III
1730	5	3	1	German I
1740	5	3	1	German II
1750	5	3	1	German III
1620	5	3	1	Spanish I
1650	5	3	1	Spanish II
1660	5	3	1	Spanish III
1430	5	3	1	Latin I
1590	5	3	1	French I - II
1690	5	3	1	Spanish I - II
7070	4	3		Boys PE 10
7080	4	3		Girls PE 10
7370	5	3		# NEAT (Girls)
4210	5	3	1	Biology
4300	6	3	1	Chemistry
5020	5	3	1	Intro Bus/Typ I
5050	5	3	1	Bus. Math
5130	5	1,2	½	Personal Use Typ.
5150	5	3	1	Alpha Shtd & Typ.

CODE	PDS	SEM.	CR.	TITLE
6321	5	3	1	Mixed Chorus
6471	5	3	1	Girls Chorus
6441	5	3	1	# Madrigals
5930	5	3	1	Orchestra
5900	5	3	1	Band
5960	5	1,2	½	Exploring Music
5970	5	3	1	Musical Theatre I
6940	5	3	1	Foods I(Nutrit & Food)
6990	5	1,2	½	Intercultural Foods
6910	5	3	1	Clothing I
6930	5	1,2	½	Sewing with Knits
7750	5	1,2	½	Creative Home Arts
8150	5	3	1	Ind. Mat./Proc. (IMP)
8100	5	3	1	Mech Drafting I
8210	5	3	1	Machine Wood/Wood I
6070	5	3	1	Fund of Art

WESTERN VOCATIONAL PROGRAM: Students requesting the following courses from Western must submit a special application which is available from Guidance.

9960	15	3	3	Electronics
9960	15	3	3	Data Processing
9960	15	3	3	Air Conditioning
9960	15	3	3	Child Care
9960	15	3	3	Food Services
9960	15	3	3	Drafting
9960	15	3	3	Horticulture
9960	15	3	3	Construction Occ.
9960	15	3	3	Graphic Const.
9960	15	3	3	Machine Occupations
9960	15	3	3	Mechanical Occup.
9960	15	3	3	Service Occupations

_____ _____
Student's Signature Date

_____ _____
Parent's Signature Date

All students must list two (2) alternate courses in case of a schedule conflict.

1. _____ 2. _____

RANDALLSTOWN HIGH SCHOOL REGISTRATION FORM - 1975 - 1976

NAME _____ _____ ___ _____ _____
Last First M.I. Date of Birth Phone

ADDRESS _____ SEX (M.F.) _____
No. Street City Zip Code

PRESENT GRADE _____ SECTION _____ NAME OF SCHOOL IN 1974-1975 _____

INSTRUCTIONS & INFORMATION

A. Use PENCIL only.
B. Only the courses listed on this form are offered at Randallstown High School.
C. Final determination of courses offered will be based on registration.
D. Circle course code numbers to total 29-35 periods per week.

SYMBOL INTERPRETATION

SEM. 1 - 1st Semester Course only
SEM. 2 - 2nd Semester Course only
SEM. 3 - Full Year Course
SEM. 1,2 - Either 1st or 2nd Semester Course
CR. - Amount of Credit
PDS. - Periods per week
- Admission by recommendation or permission of instructor
* - Grade 12 only
Σ - Preference given to Grade 10

CODE	PDS	SEM	CR		TITLE
1050	5	3	1		English 11
1061	5	3	1	#	English 12-Pattern 1
1062	5	3	1	#	English 12-Pattern 2
1063	5	3	1	#	English 12-Pattern 3
1064	5	3	1	#	English 12-Pattern 4
1065	5	3	1	#	English 12-Pattern 5
1310	5	1,2	½		Written Composition
1190	5	1,2	½		Journalism I
1200	5	3	1	#	Newspaper
7500	5	3	1	#	Yearbook
1220	5	1,2	½		Speech I
1230	5	1,2	½		Speech II
1270	5	1,2	½		Theatre Arts I
1280	5	1,2	½		Theatre Arts II
7530	5	1,2	½		Business English
7650	5	3	1	#	Technical Theatre
2160	5	3	1		American Exper.(SS11)
2880	5	1,2	½	*	Soviet Union
2890	5	1,2	½	*	Subsaharan Africa
2800	5	1,2	½	*	Dyn Human Behav
2820	5	1,2	½	*	Images of Man
2830	5	1,2	½	*	Social Justice
2840	5	1,2	½	*	Man Phys Environ
2850	5	1,2	½	*	Man Urban Setting
2790	5	1,2	½	*	Politics
2780	5	1,2	½	*	20th Cent World
2860	5	1,2	½	*	Western Heritage
4300	6	3	1		Chemistry
4400	6	3	1		Physics
4220	7	3	1	#	Adv. Biology
4310	7	3	1	#	Adv. Chemistry
4150	5	3	1		Sr. High Science
4780	5	3	1		Ecology
4490	6	3	1		Project Physics
4960	6	3	1		Practical Chemistry

CODE	PDS	SEM	CR		TITLE
3380	5	3	1	*	General Math 12
3110	5	3	1		Algebra I
3120	5	3	1		Algebra II
3210	5	3	1		Geometry
1800	5	3	1	#	Geometry & Trans.
3230	5	3	1		Trig/Anal Geom.
3480	5	3	1		Int. Alg/Trig
3130	5	3	1		College Algebra
3250	5	3	1	#	Calculus
3430	5	3	1	#	Prob/Comp Math
1520	5	3	1		French I
1550	5	3	1		French II
1560	5	3	1		French III
1570	5	3	1		French IV
1580	5	3	1		French V
1730	5	3	1		German I
1740	5	3	1		German II
1750	5	3	1		German III
1760	5	3	1		German IV
1770	5	3	1		German V
1620	5	3	1		Spanish I
1650	5	3	1		Spanish II
1660	5	3	1		Spanish III
1670	5	3	1		Spanish IV
1680	5	3	1		Spanish V
1430	5	3	1		Latin I
1440	5	3	1		Latin II
1590	5	3	1		French I - II
1690	5	3	1		Spanish I - II
7090	4	3			PE 11 - MALE
7100	4	3			PE 11 - FEMALE
7110	5	1,2	½		PE 12 - MALE
7120	5	1,2	½		PE 12 - FEMALE
7630	5	1,2	½		Drivers Education

CODE	PDS	SEM	CR		TITLE
6070	5	3	1	Z	Fund of Art
6080	5	3	1		Art in Bus/Ind
6110	5	3	1		Fine Arts
6100	5	3	1	*	Studio Practice
5050	5	3	1		Bus Math (10,11)
5111	5	3	1		Typewriting II
5130	5	1,2	½		Personal Use Typing
5150	5	3	1		Alpha Shtd/Typing
5171	5	3	1	*	Typing & Off Pract
5610	10	3	2½	*	Top/Coop Off Ed.
5216	10	3	2		Shorthand 1/ Typ II
5226	10	3	2	*	Shorthand II/ Top
5300	5	3	1		Accounting I(BkkpI)
5310	5	3	1		Accounting II(BkkpII)
5400	5	1,2	½		Economics
5410	5	1,2	½		Business Law
6321	5	3	1		Mixed Chorus
6471	5	3	1		Girls Chorus
6441	5	3	1	#	Madrigals
5930	5	3	1		Orchestra
5900	5	3	1		Band
5970	5	3	1		Musical Theatre I
5850	5	3	1		Musical Theatre II
5870	5	3	1		Music Theory I
6450	5	1,2	½		Music Literature
6940	5	3	1		Foods I
6990	5	1,2	½		Intercultural Foods
7710	5	1,2	½	*	Foods for Boys
6910	5	3	1		Clothing I
6930	5	1,2	½		Sewing with Knits
7750	5	1,2	½		Creative Home Arts
6980	5	1,2	½		Human Devel & Family
7000	5	1,2	½		Housing & Int Dec
7770	5	1,2	½		Bachelor Living
7730	5	1,2	½		Special Fabrics
7740	5	1,2	½		Family Clothing
8120	5	3	1		Ind.Mat/Proc.1(IMP I)
8130	5	3	1		Ind.Mat/Proc.2(IMP 2)
8100	5	3	1	Z	Drafting I
8140	5	3	1		Drafting II
8170	5	3	1		Drafting III
8210	5	3	1	Z	Wood I
8600	5	3	1		Wood II
7940	5	3	1		Wood III

WESTERN VOCATIONAL PROGRAM: Students requesting the following courses from Western must submit a special application which is available from Guidance.

CODE	PDS	SEM	CR		TITLE
9960	15	3	3		Electronics
9960	15	3	3		Data Processing
9960	15	3	3	*	Data Proc Entry Occup
9960	15	3	3	*	Medical Secretary
9960	15	3	3		Air Conditioning
9960	15	3	3		Cosmetology
9960	15	3	3		Child Care
9960	15	3	3		Food Services
9960	15	3	3		Drafting
9960	15	3	3		Horticulture
9960	15	3	3		Construction Occup.
9960	15	3	3		Graphic Occupations
9960	15	3	3		Machine Occupations
9960	15	3	3		Mechanical Occup.
9960	15	3	3		Service Occupations

ALTERNATES: ALL STUDENTS MUST LIST TWO ALTERNATE COURSES IN CASE OF SCHEDULE CONFLICT.

	CODE	TITLE
1.	_____	_____
2.	_____	_____

THE CIRCLED COURSES TOTAL ____ PERIODS A WEEK.

_____
Student's Signature

_____
Parent's Signature

_____
Date

APPENDIX E

DATA PROCESSING FORM AW 672 WITH INSTRUCTIONS FOR COMPLETION

RANDALLSTOWN HIGH SCHOOL

TO: All personnel helping with registration

FROM: Andy Dotterweich

RE: Recording registration information to the AW 672 scan forms

PLEASE FOLLOW THE LISTED PROCEDURES EXACTLY

1. Make sure the yellow or blue registration form contains the student's name, address, etc.

2. Make sure the registration form is signed. If not, register the student anyway. Give me a list of those students who did not have their forms signed.

3. Make sure the student has at least 29 periods per week for each semester.

   If a student wishes less than 29 periods, he must apply for a waiver.

4. Students must have at least one alternate or two - ½ credit alternates.

UNIQUE SITUATIONS

1.	PE FOR THE YEAR (GRADE 12)	- STUDENT MUST SIGN UP FOR BOTH SEMESTERS
2.	WESTERN VOCATIONAL TECHNICAL SCHOOL	- STUDENT SIGNS UP FOR THREE COURSES AT RANDALLSTOWN
3.	SCAN BOX FOR SCHOOL	- STUDENTS ATTENDING RANDALLSTOWN DO NOT HAVE TO FILL THE BOX IN
		- STUDENTS FROM OUR FEEDER SCHOOLS MUST FILL IT IN
		- OUR SCHOOL NUMBER IS 0272
4.	STUDENTS WITHOUT A SCAN FORM	- GIVE THEM ONE OF THE ENCLOSED MIMEOGRAPHED FORMS TO COMPLETE
5.	PLEASE REMEMBER!	- STUDENTS MUST HAVE A MINIMUM OF 29 PERIODS PER SEMESTER

USE NO. 2 PENCIL ONLY

Print the name of the school you expect to attend next year

NEXT SCHOOL NUMBER

If you are expecting to attend a school other than your present school, PRINT & MARK the new school number in this Block. →

1. Print course codes & course titles in the spaces provided under SELECTED COURSES.
2. PRINT course codes & mark appropriate boxes from the selected courses into the corresponding Block areas.
3. Mark blocks sequentially.
4. Erase all mistakes COMPLETELY.

SELECTED COURSES		
LINE	CODE	DESCRIPTION
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
ALTERNATES		

Shaded blocks are to be used only when the course code has 4 digits. If the fourth digit is zero, leave blank.

DO NOT MARK IN THE AREA ABOVE

USE NO. 2 PENCIL ONLY

NCS/NDP - 00-56331

NAME
I.D. NO.
SEX
SCHOOL
GRADE
SECTION
BIRTHDATE

NEXT GRADE
NEXT SCHOOL YEAR

REGISTRATION FORM

BOARD OF EDUCATION OF BALTIMORE COUNTY MARYLAND
CONSTITUTION OF 1867
ACT OF 1916

BC 43-768-75
AW672

129

118

APPENDIX F

SUPPLEMENTAL REGISTRATION BULLETIN

RANDALLSTOWN HIGH SCHOOL

January, 1975

SUPPLEMENTAL REGISTRATION BULLETIN

PART I: GENERAL RULES AND INFORMATION CONCERNING REGISTRATION FOR FULL-TIME STUDENTS

1. A full-time sophomore or junior student must carry four academic subjects and two special interest subjects or five major subjects and one special interest area subject.

2. A full-time vocational student takes a minimum of three subjects at Randallstown in addition to attending Western Vocational School.

3. Students choosing one-half year electives must list their choices in pairs. Each pair must have an alternate. That alternate may be either a one-half or full year course.

4. Changes in your choice of courses may be made up to and including June 30th. Corrections or requests for changes may also be made between August 25 and August 27, 1975.

5. Students who drop a subject may be assigned a failing grade.

PART II: PROVISIONS FOR CARRYING SIX MAJOR ACADEMIC SUBJECTS

It may be beneficial to some students to carry six major academic subjects rather than a combination of major and special area subjects. Since six major subjects are more demanding than a regular schedule, the following regulations will apply in granting permission to students who desire to take six major subjects.

1. Students must apply in writing giving the reasons why they would like to take six majors. This note must be presented to the student's counselor.

2. A separate note must be written by the parent requesting that the student be allowed to take the sixth academic subject.

3. A student taking six academic subjects must expect to have a cumulative average of 3.00 in the previous year's academic subjects.

4. Students must be above average on standardized academic aptitude tests.

5. The sixth academic major must be designated by the student. This subject will retain this designation on the office record card for the entire year. Required subjects cannot be designated as a sixth major.

6. Students will be given the option after the 3rd marking period to designate whether they wish to accept the mark and credit which the teacher will give them for the entire year or to have no mark entered on the permanent record. If a student elects to have no mark and credit recorded, the permanent record will contain the name of the subject and the word "audit".

7. Students must remain in the class for the entire year. All requirements for the course will be applied to the sixth major including fulfilling homework assignments, long range assignments, projects, etc. Students will be responsible for all quizzes and tests.

PART III: CONSIDERATION OF A WAIVER PROGRAM

All students should seriously consider the superior opportunities offered by a full-time, four-year high school program. Both for a college education and for training to enter the job market, the number, variety, and quality of courses offered insure better preparation for success. The most successful Baltimore County graduates have always accumulated several credits above the required 18. It has not been unusual for graduates to have earned as many as 24 high school credits.

Students who wish to abbreviate their high school education may explore the advantages and disadvantages of the options available. A conference involving the student, his parents, and his counselor must be arranged by January 24 to discuss the specific reasons for the request as well as the appropriateness of the options for the student involved. The decision to request a waiver is solely the responsibility of the parent.

PART IV: RULES FOR PART-TIME STUDENTS

Each part-time student is subject to the same rules and regulations governing full-time students.

In addition, each part-time student will:

1. Report to his designated attendance checker five minutes before the beginning of his first class.

2. Use the parking lot, school grounds, and walks only to enter and to leave the building. Loitering in cars and on school property is a violation of school regulations.

3. Enter and remain in the cafeteria when arriving during a regular class period.

4. Report to the library or cafeteria at the beginning of any non-classroom period and remain there until the period ends.

5. Leave the building and grounds immediately after completing class periods for the day. Such students may not return to school property until after 2:45 p.m.

6. Avoid visiting other public schools when not in attendance at Randallstown.

Failure to observe the regulations may result in withdrawal of part-time attendance privileges. In such cases, students may be authorized to attend night school.

PART V: COURSES AVAILABLE AT WESTERN VOCATIONAL TECHNICAL CENTER

Randallstown High School students have the opportunity to attend the Western Vocational Technical Center on a half day basis to receive training in specific vocational and technical areas. By participating in one of the programs listed below, students may develop skills, knowledge, and personal qualities needed for employment. The following programs are offered:

1. Body and Fender
2. Automotive Services
3. Carpentry
4. Cosmetology
5. Business Data Processing
6. Drafting
7. Electronics Technology
8. Food Services
9. Key Punch
10. Medical Secretary
11. Metal Technology
12. Construction Occupations Cluster
13. Graphic Occupations Cluster
14. Machine Occupations Cluster
15. Mechanical Occupations Cluster
16. Service Occupations Cluster

FOR FURTHER DETAILS REGARDING REGISTRATION AT THE WESTERN VOCATIONAL TECHNICAL CENTER PLEASE SEE YOUR COUNSELOR

APPENDIX G

FACULTY MEETING AGENDA

RANDALLSTOWN HIGH SCHOOL

AGENDA: FACULTY

TYPE: PANEL PRESENTATION

PERSONNEL: COUNSELORS AND ADMINISTRATORS

Flexible agenda is one that will be based on the following:

Andy Dotterweich will present lead-in questions that will explain or answer the following ideas or questions. The counselor or administrator indicated will respond.

1. WHAT IS THE PTA MEETING THAT WILL BE HELD?

   Don Fasnacht

2. WHAT CLASSES WILL BE USED TO REGISTER STUDENTS? WHY?

   Don Lotz

3. DO OTHER TEACHERS HAVE A ROLE IN THE PROCESS?

   Flo Menchel

4. IS THERE A DIFFERENCE BETWEEN THE BOOKLET THAT THE COUNTY HAS PRINTED AND OUR OWN INFORMATION?

   Don Fasnacht

5. Why is this registration procedure important?

   Max Baumann

6. Andy will comment on schedule changes.

7. Where can a student find the minimum requirements needed to graduate?

   Gloria Murray

8. WHAT ROLE CAN ALL TEACHERS PLAY IN HELPING A STUDENT PLAN HIS PROGRAM?

   All

9. WHO APPROVES A STUDENT'S SCHEDULE OF COURSES?

   Don Fasnacht

10. WILL A STUDENT NEED CERTAIN SUBJECTS IN ORDER TO GET TO COLLEGE?

    All

11. HOW ABOUT A STUDENT WHO WISHES TO TAKE 6 MAJOR SUBJECTS?
    - WHY TAKE SUCH A PROGRAM?
    - WHAT KIND OF STUDENT SHOULD TAKE SUCH A PROGRAM?
    - WHY SHOULD A STUDENT TAKE A HEAVY LOAD INSTEAD OF A LIGHT ONE?

    Don Fasnacht and Flo Menchel

12. WHAT ABOUT THE WAIVER PROGRAM? WOULD NOT A STUDENT BE BETTER OFF TO TAKE ALL COURSES AT RANDALLSTOWN?

    STRESS - A family decision.

    General procedures

    Decision making process

13. WHAT DO WE CONSIDER A FULL TIME STUDENT AND A PART TIME STUDENT?

    Don Lotz

14. WHAT MUST A JUNIOR TAKE IN ORDER TO BE SCHEDULED PROPERLY?

    WHAT MUST A SENIOR TAKE IN ORDER TO BE SCHEDULED PROPERLY?

    WHAT IS THE DIFFERENCE BETWEEN AN ELECTIVE AND A REQUIRED SUBJECT?

    All

15. EXPLAIN THE WESTERN VOCATIONAL PROGRAM.

    Gloria Murray

16. IF A STUDENT IS NOT INTERESTED IN WESTERN AND WOULD LIKE ANOTHER VOCATIONAL ORIENTED PROGRAM, DOES HE HAVE ANY OTHER OPTIONS?

    Flo Menchel

17. WHAT IS THE DIFFERENCE BETWEEN THE VARIOUS REGISTRATION FORMS?

    Don Lotz

18. <u>CONCLUDING REMARKS WILL COVER THE FOLLOWING</u>:

    A. Why teachers should know about the registration procedures.

    B. What reasons there are for schedule changes and why we are attempting to eliminate them.

APPENDIX H

PARENT MEETING INFORMATION

RANDALLSTOWN HIGH SCHOOL
4000 Offutt Road
Randallstown, Maryland 21133

January, 1975

Dear Parents:

All parents of students who expect to attend Randallstown High School for the first time in September are invited to attend a special program at our school on Wednesday, January 8, at 8:00 p.m. Prospective students are welcome to accompany their parents. The high school is located at the intersection of Winands and Offutt Roads.

Your visit to the school will give you the opportunity to see our building and to become acquainted with some staff members who will have a part in educating your child. The program will take about an hour and a half and will give you a chance to review the high school program. There will be time for you to ask questions about any phase of our academic or extra-curricula program. You will meet in both large and small groups and will have a chance to move about the building.

We trust that you will be able to be with us. Hopefully, your attendance will help to quicken your child's adjustment to a new school environment.

Sincerely,

Max Baumann
Principal

RANDALLSTOWN HIGH SCHOOL

January 8, 1975

PARENT MEETING FOR INCOMING TENTH GRADE

8:00 - 8:20 GENERAL MEETING . . . . . AUDITORIUM

Mr. Baumann
Mr. Engle
Mr. Fasnacht

8:25 - 8:40 SPECIAL AREA MEETINGS (Choose One)

	Room	
ART	112	Mr. Smith
THEATRE ARTS & TECHNICAL THEATRE - JOURNALISM - SPEECH	113	Mrs. Streat
HOME ECONOMICS - CLOTHING & FOODS	116	Mrs. Rafferty
MUSIC - INSTRUMENTAL & CHORAL - MUSIC THEATRE	101	Dr. Martinet
PHYSICAL EDUCATION - INTERSCHOLASTIC ATHLETICS	Gym	Mr. Higgins
INDUSTRIAL ARTS - INDUSTRIAL PRODUCTION LAB - MECHANICAL DRAWING - WOOD	201	Mr. Wroten
TYPING - SHORTHAND	205	Mrs. Bell

8:45 - 9:00 SPECIAL AREA MEETINGS (Choose another - same as above)

9:05 - 9:30 If student in 9th grade is now taking the following combination of subjects, please attend the meeting in the appropriate room:

1. Algebra II and Language II . . . . . Cafeteria

   Mr. Kreunen, Mr. Fasnacht

2. Algebra I, Language II . . . . . Library

   Miss Kleeman, Mr. Lotz

3. Algebra I, Language I . . . . . Room 101

   Mrs. Menchel, Mr. Beebe, Mrs. Streat

4. Students and parents interested in commercial, vocational, and general programs, should attend a meeting in Room 204.

   Mrs. Bell, Mrs. Murray, Mr. Dotterweich

APPENDIX I

CLASS VISITS MEMORANDA

RANDALLSTOWN HIGH SCHOOL

November 18, 1974

MEMORANDUM

TO: 10th Grade Social Studies Teachers

FROM: Guidance Department

RE: Class Visits on Thursday, January 9 and Friday, January 10 and Thursday, January 16 and Friday, January 17

Mr. Beebe has granted permission for members of the guidance department to present 1975 - 1976 registration materials to current tenth grade students during their social studies classes. It is anticipated that the visit will be for the entire class period. However, it is recommended that the teacher have an assignment for students to work on if the need arises.

Should any problems or questions arise, please see Mr. Beebe or Mr. Fasnacht. Also, be sure to mark on your calendar the days and periods that visits are planned to your classes.

Thank you for your cooperation in working with these students.

DAY OF WEEK	PERIOD	CLASS	ROOM	TEACHER	COUNSELOR
Thursday	1	10 C	208	Mr. Ski	Mr. Fasnacht
Thursday	1	10 B	209	Mrs. Amey	Mr. Lotz
Thursday	1	10 A	210	Mr. Brogden	Mrs. Menchel
Friday	2	10 A	208	Mr. Ski	Mrs. Murray
Friday	2	10 C	211	Mr. Weiner	Mr. Lotz
Friday	2	10 C	226	Mr. Engle	Mr. Fasnacht
Friday	3	10 C	209	Mrs. Amey	Mrs. Menchel
Friday	3	10 AB	211	Mr. Weiner	Mrs. Murray
Thursday	3	Hon 10	227	Mr. Beebe	Mr. Lotz
Thursday	4	10 A	209	Mrs. Amey	Mr. Fasnacht
Friday	4	10 C	210	Mr. Brogden	Mr. Lotz
Thursday	4	10 B	211	Mr. Weiner	Mrs. Murray
Friday	4	10 D	226	Mr. Engle	Mrs. Menchel
Thursday	5	10 A	208	Mr. Ski	Mrs. Menchel
Friday	5	10 B	209	Mrs. Amey	Mr. Fasnacht
Thursday	5	Hon 10	Aud	Mr. Engle	Mrs. Murray
Thursday	6	10 C	208	Mr. Ski	Mrs. Murray
Thursday	6	10 B	209	Mrs. Amey	Mr. Fasnacht
Thursday	6	10 A	211	Mr. Weiner	Mr. Lotz
Thursday	6	Hon 10	210	Mr. Beebe	Mrs. Menchel

During the second week, the following administrators will visit.

Mr. Baumann - Mr. Lotz's schedule
Mr. Dotterweich - Mrs. Murray's schedule
Mr. Huppert - Mr. Fasnacht's schedule
Mr. Lane - Mrs. Menchel's schedule

RANDALLSTOWN HIGH SCHOOL

November 18, 1974

MEMORANDUM

TO: 11th Grade Social Studies Teachers

FROM: Guidance Department

RE: Class Visits on Tuesday, January 7 and Wednesday, January 8 and Tuesday, January 14 and Wednesday, January 15

Mr. Beebe has granted permission for members of the guidance department to present 1975 - 1976 registration materials to current eleventh grade students during their social studies classes. It is anticipated that the visit will be for the entire class period. However, it is recommended that the teacher have an assignment for students to work on if the need arises.

Should any problems or questions arise, please see Mr. Beebe or Mr. Fasnacht. Also, be sure to mark on your calendar the days and periods that visits are planned to your classes.

Thank you for your cooperation in working with these students.

DAY OF WEEK	PERIOD	CLASS	ROOM	TEACHER	COUNSELOR
Tuesday	1	11 A	227	Mr. Slade	Mr. Fasnacht
Tuesday	1	11 C	226	Mr. Snyder	Mrs. Menchel
Tuesday	2	11 A	210	Mr. Brogden	Mr. Lotz
Tuesday	2	11 C	227	Mr. Slade	Mrs. Murray
Wednesday	3	11 C	207	Mr. Gamzon	Mr. Fasnacht
Wednesday	3	11 B	210	Mr. Brogden	Mrs. Menchel
Wednesday	3	11 A	215	Mr. Snyder	Mrs. Murray
Tuesday	4	11 C	207	Mr. Gamzon	Mr. Lotz
Tuesday	4	11 B	227	Mr. Slade	Mr. Fasnacht
Wednesday	4	Hon 11	225	Dr. Prince	Mrs. Menchel
Tuesday	4	11 A	223	Mr. Snyder	Mrs. Murray
Thursday	5	11 A	207	Mr. Gamzon	Mr. Lotz
Wednesday	5	11 C	210	Mr. Brogden	Mr. Fasnacht
Tuesday	5	11 B	227	Mr. Slade	Mrs. Menchel
Tuesday	6	11 A	207	Mr. Gamzon	Mrs. Menchel
Tuesday	6	11 C	227	Mr. Slade	Mr. Lotz
Tuesday	6	Hon 11	226	Dr. Prince	Mr. Fasnacht
Tuesday	6	11 B	115	Mr. Snyder	Mrs. Murray
Wednesday	7	11	226	Dr. Prince	Mrs. Murray

During the second week, the following administrators will visit.

Mr. Baumann - Mr. Lotz's schedule
Mr. Dotterweich - Mrs. Murray's schedule
Mr. Huppert - Mr. Fasnacht's schedule
Mr. Lane - Mrs. Menchel's schedule

APPENDIX J

FORMER TALLY SHEET

RANDALLSTOWN HIGH -- TALLY SHEET -- INC. 11

Eng. 11 _____
Tech.Th. _____
Th.Arts I _____
Th.Arts II _____
Yrbk. _____
Journ. I _____
Journ.II _____
Speech _____
Wr.Comp. _____
U.S.Hist. _____
S.J.-Con.Pro. _____
Man-Ph.Env. _____
Non-Urb.Set. _____
Africa _____
West.Her. _____
20th Cent. _____
Chem. _____
Physics _____
HP Phys. _____
Ecology _____
Sr. HSc.I _____
Alg. I _____
Alg. II _____

Geom. _____
Coll.Alg. _____
Tr./Anal. _____
In.Alg./Tr. _____
Pr.St./Comp. _____
SSMCIS _____
Fr. I _____
Fr. II _____
Fr. III _____
Fr. IV _____
Ger. I _____
Ger. II _____
Ger. III _____
Ger. IV _____
Sp. I _____
Sp. II _____
Sp. III _____
Sp. IV _____
Shtd. I _____
Bkpg. I _____
Bus.Law _____
Econ. _____
Bus.Soll. _____

Bus.Arith. _____
Wood I _____
Wood II _____
IPL _____
M.Dr.I _____
M.Dr.II _____
Foods I _____
Tex.& Cl. I _____
Tex.& Cl. II _____
Creat.Ho.Arts _____
Con.Ed. & F. _____
Foods-Boys _____
H.& I.D. _____
H.D.& Fam. _____
In.Foods _____
Sew.-Knits _____
Tech.-Tex.& Cl. _____
Fund.Art _____
Comm.Art _____
AST _____
Typ. II _____
PUT _____
Mixed Chorus _____

Mus.Th. I _____
Mus.Th. II _____
Girls Ch. _____
Choir _____
Madrigals _____
Band _____
Orch. _____
Fund.Mus. _____
Dr.Ed. _____
PE-Boys _____
PE Girls _____
WVC _____

APPENDIX K

COURSE CHANGE REGISTRATION INFORMATION

RANDALLSTOWN HIGH SCHOOL

DROP-ADD FORM

PUPIL'S NAME _____ GRADE _____ DATE _____

COURSES DROPPED

COURSE #	COURSE TITLE

COURSES ADDED

COURSE #	COURSE TITLE

COUNSELOR'S NAME _____

NAME _____
I.D. NO. 001168432
SEX F
NEXT SCHOOL 0272 RANDALLSTOWN SR HI
NEXT GRADE 11

CURRENT COURSES REQUESTED

1	1050	5 4400	9
2	1570	6 7100	10
3	2160	7 7630	11
4	3230	8	12

BALTIMORE COUNTY

BOARD OF EDUCATION

COURSE CHANGE REGISTRATION FORM

SECTION I

DO NOT MARK IN THE AREA ABOVE

SECTION IV ADD ONLY

SECTION II

INSTRUCTIONS ON OTHER SIDE

MARK BOX IF STUDENT IS NOT TO BE REGISTERED IN A BALTO. CO. SCHOOL NEXT YEAR.

NEW SCHEDULE BLOCK

MARK BOX TO DROP ALL PREVIOUSLY REQUESTED COURSES AND REPLACE WITH COURSES MARKED IN SECTION IV

DROP OR ADD

CODE	DESCRIPTION
1	
2	
3	
4	
5	
6	

ADD

CODE	DESCRIPTION
1	
2	
3	
4	
5	
6	

NEW SCHOOL NUMBER

MARK ⟵ THIS BOX ONLY IF PUPIL EXPECTS TO ATTEND A SCHOOL NEXT YEAR OTHER THAN THE ONE PRINTED IN SECTION I

SECTION III DROP ONLY

USE NO. 2 PENCIL ONLY

AR 1/72

(CONFIRMATION SLIP)

GRADE 11 SECTION 05 001-24-6346

RANDALLSTOWN SR HIGH - 0272

THE FOLLOWING IS A LIST OF COURSES FOR WHICH YOU HAVE BEEN REGISTERED AS OF 02/12/75:

1050	ENGLISH 11
1670	SPANISH IV
2160	AMER EXPERIENCE 11
4400	PHYSICS
5130	PERSONAL USE TYPING
6110	FINE ARTS
7100	PHYS ED GR 11 GIRLS

IF THERE ARE ANY CORRECTIONS TO BE MADE PLEASE CONTACT THE OFFICE AS SOON AS POSSIBLE.

APPENDIX L

COMPUTER PRINTED STUDENT REQUEST TALLY

STUDENT REQUEST TALLY — 0272 — RANDALLSTOWN SENIOR — 03/14/75

COURSE CODE		TOTAL MALES	TOTAL FEMALES	10 M	10 F	10 TOT	11 M	11 F	11 TOT	12 M	12 F	12 TOT
Eng. 10	1040 595	301	294	301	294	595						
—	1043	1		1		1						
Eng 11	1050 580	257	293				257	292	549			
—	1060	2	5					2	2	2	3	5
Eng 11 Part I	1061 147	34	13							34	13	47
Eng 11 Part II	1062 80	44	36							44	36	80
Eng 11 Part III	1063 338	103	129				1		1	102	129	231
Engl. Part IV	1064 119	51	68					1	1	51	67	118
Engl 12	1065 76	28	48				1	1	2	27	47	74
Journ. E	1190 39	15	14	8	8	16	4	4	8	3	2	5
Newspapers	1200 16	14	2				2		2	12	2	14
Speech E	1220 69	31	38	8	7	15	10	10	20	13	1	34
Speech E	1230 39	15	14				2	3	5	13	11	24
Fr. Appr. E	1270 46	10	36	6	12	18		12	12	4	12	16
Fr. II	1280 19	2	17					4	4	2	13	15
Bus. Comp.	1310 23	13	10	2	2	4	4	1	5	7	7	14
Latin E	1430 21	12	9	6	1	7	2	3	5	4	5	9
Latin III	1440 3	3		1		1	2		1	1		1
Fr. E	1520 18	6	7	4	3	7	2	4	6			
Fr. II	1550 30	16	14	16	14	30						
Fr. III	1560 116	44	72	41	62	103	3	8	11			
Fr. III	1570 94	22	52				20	42	62	2	2	2
Fr. II	1580 39	10	19							10	19	29
Fr. I - II	1590 17	3	14	1	1	2		7	7		6	6
Span II	1620 36	19	16	14	11	25	4	3	7	1	2	3
—	1630	1								1		1
Span III	1650 91	40	37	36	23	59	1	7	8	3	7	10
Span III	1660 103	70	73	50	50	100	14	12	26	6	1	7
Span IV	1670 66	23	43				21	30	51	2	3	5
Span II	1680 24	10	14							10	13	23
Span I - II	1690 21	5	16	1		1	1	8	9	3	8	11
Germ I	1730 81	14	17	8	11	19	5	6	11	1		1
Germ II	1740 36	24	12	13	9	22	7	2	9	4	1	5
Germ III	1750 21	20	11	15	8	23	3	2	5	2	1	3
Germ IV	1760 26	14	12				10	8	18	4	4	8
Germ II	1770 11	5	6							5	6	11
Bus. Math	1800 59	35	24	27	20	47	8	1	9	3	3	6
S.S. 10	2150 Eng.	299	293	298	293	591	1		1			
—	2153	1		1		1						
S.S. 11	2160 593	255	288				251	286	537	4	2	6
Mod. Govt. World	2780 32	20	12				2	2	4	18	10	28
Psych.	2790 20	21	3				4	1	5	17	2	19
Problem Soc.	2800 301	119	188				2	6	8	117	183	299
Economics	2820 92	20	22				7	3	10	9	21	30
Soc. Justice	2830 63	30	33				7	5	12	23	28	51
Psych. Exc.	2840 92	26	16				5	6	11	21	10	31
Afro-Amer.	2850 93	10	23				3	2	5	7	21	28
World Hist.	2860 17	13	4				2		2	11	4	15
Govt. Urban	2880 18	10	8				5	2	7	5	6	11
Sub Abuse	2890 11	2	9				1	4	5	1	5	6
Alg. I	3110 204	60	44	46	34	80	13	8	21	1	2	3

STUDENT REQUEST TALLY

0272 RANDALLSTOWN SENIOR 03/14/75

COURSE CODE		TOTAL MALES	TOTAL FEMALES	10 M	10 F	10 TOT	11 M	11 F	11 TOT	12 M	12 F	12 TOT
Alg II	3120	123	118	96	89	185	26	25	51	1	4	5
College Alg	3130	55	44				21	13	34	34	31	65
Geometry	3210	140	158	46	61	107	76	71	147	18	26	44
Trig/Anal Geo	3230	72	65	3	1	4	41	40	81	28	24	52
Calculus	3250	22	7				1	1	2	21	6	27
General Math	3380	29	25							29	25	54
Math 10	3390	58	48	57	47	104	1	1	2			
Prog/Comp	3430	18	8				1	1	2	18	7	25
Stat/Alg/Trig	3480	39	51				7	25	32	32	26	58
-	3670	1		1		1						
-	3700	1		1		1						
-	3710	3	3				3	3	6			
-	3760	4	1							4	1	5
-	3880	1		1		1						
-	3890	3	3	1		1	2	3	5			
-	3900	1	1							1	1	2
-	3910	2					1		1	1		1
-	3920		2					2	2			
-	3930	2	1							2	1	3
Sc Mgt Sc	4150	28	9				19	8	27	9	1	10
Biology	4210	181	174	181	174	355						
-	4213	1		1		1						
Adv Biol	4220	26	26					2	2	26	24	50
Chemistry	4300	150	174	85	97	182	55	56	111	10	21	31
Adv Chem	4310	16	7					2	2	16	5	21
Chemistry	4400	94	59				57	40	97	37	19	56
Phy Phys	4440	19	13				4	8	12	15	5	20
Physics	4480	99	101				63	65	128	36	36	72
Plant Chem	4960	14	5				11	3	14	3	2	5
Ind Dist/Tech	5020	9	73	9	71	80		1	1		1	1
Bus Math	5050	55	69	12	30	42	41	36	77	2	3	5
Typ II	5111	5	64				2	34	36	3	30	33
DPT	5130	132	148	44	69	113	43	40	83	45	39	84
Shorthand/Tech	5150	24	77	23	53	76	1	13	14		11	11
Typ/Office Pr	5171		19								19	19
Shtd/Typ	5216	1	58					39	39	1	19	20
Shtd II/Typ	5226		16								16	16
Bkkpg I	5300	33	38				20	26	46	13	12	25
Bkkpg II	5310	7	13							7	13	20
Accy	5400	22	4				9		9	13	4	17
Bus Law	5410	48	19				18	4	22	22	15	37
Typ Accp Off Pr	5610		19								19	19
Mass Mkt	5850		4					2	2		2	2
Mkt Prin I	5870	14	2				3	1	4	11	1	12
Distr	5900	52	25	20	10	30	20	6	28	12	7	19
Co-op Bus	5930	12	21	4	7	11	4	7	11	4	7	11
Exp Distr	5960	5	1	5	1	6						
Mkt Mgt I	5970	7	16	2	10	12	1	4	5	4	2	6
Food Ser	6070	64	75	38	44	82	9	22	31	17	9	26
Hor Ad/Sup	6080	16	28				8	13	21	8	15	23
Stud Tch	6100	6	10							6	10	16
Fine Arts	6110	13	25				4	8	12	9	17	26
Math Enrich	6321	19	71	7	8	15	3	20	23	9	43	52

MOORE BUSINESS FORMS, INC. PRINTED IN U.S.A.

STUDENT REQUEST TALLY 0272 RANDALLSTOWN SENIOR 03/14/75

COURSE CODE	TOTAL MALES	TOTAL FEMALES	10 M	10 F	10 TOT	11 M	11 F	11 TOT	12 M	12 F	12 TOT
Madrigals 6441 -15	5	10	2	3	5		3	3	3	4	7
Music Lit 6450 -4	1	3					1	1	1	2	3
Girls Chorus 6471-20		20		3	3		2	2		15	15
— 6900		1					1	1			
Orchestra E 6410 -91		81		43	43		10	10		28	28
Symphonic Band 6930 -58	1	57	1	14	15		15	15		28	28
Chorus E 6940 -119	5	114	3	28	31	2	39	41		47	47
Music Theory 6480 -49	2	47				1	10	11	1	37	38
Concert Band 6990 -117	4	114	1	14	15		32	32	3	68	71
Musical Theatre 7000-57	2	55	1	2	3	1	11	12		42	42
Boys PE 10 7070	273		273		273						
Girls PE 10 7080	1	277	1	277	278						
Boys PE 11 7090	228					227		227	1		1
Girls PE 11 7100		269					268	268		1	1
PE 12 male 7110-38	29	2					2	2	29		29
PE 12 male 7111-36 with underlay	36								36		36
PE 12 male 7112-68 with underlay	68								68		68
PE 12 7120		33								33	33
PE 12 female 7121	1	16							1	16	17
PE 12 female 7122 with underlay		51								51	51
— 7370		3		3	3						
Yearbook 7500-36	16	60				7	20	27	9	40	49
Bus Org 7530-18	2	11				1		1	1	11	12
Dec Ed 7630-135	53	82				42	49	91	11	33	44
— 7632	1		1		1						
Bus Mktg 7650 -17	11	6				2	2	4	9	4	13
Boys Prod 7710-108	103								103		103
Dress Fab 7730-11		11					4	4		7	7
Fam Cloth 7740-16		16					4	4		12	12
Cl Home Ec 7750-133	2	131	1	31	32		30	30	1	70	71
Bach Arts 7770-33	55	22				11	2	13	44	20	64
WOOD 3 7940-84	22					2		2	20		20
DRAW 1 8100-86	24	2	15		15	5	1	6	4	1	5
DRAW 2 8140-76	16					11		11	5		5
IPL 1 8150-58	56	2	27	2	29	12		12	17		17
IPL 2 8160-28	28					9		9	19		19
DRAW 3 8170-13	11	2				2	2	4	9		9
WOOD 1 8210-157	148	9	119	1	120	22	7	29	7	1	8
WOOD 2 8600-90	89	1				58	1	59	31		31
WDT 9960-135	84	51	28	12	40	29	18	47	27	21	48
STU. COUNT	817	880	304	294	598	260	295	555	253	291	544

MOORE BUSINESS FORMS INC. NO. [illegible] PRINTED IN U.S.A.

APPENDIX M

SELF-SCHEDULING FORMS

RANDALLSTOWN HIGH SCHOOL

COURSE SELECTION WORKSHEET

1. USE PENCIL ONLY!!
2. In the spaces to the left, list all subjects for which you have registered.
3. Under semester - Circle which semester the subject is taught.
   If the subject is taught for a year - circle 3.
4. Under periods - Circle all periods that the subject is being taught.
5. Put an X in the circle if that is the time you wish to take the subject.
6. IMPORTANT - WATCH COURSES THAT MEET ONLY ONCE OR TWICE A DAY!

SUBJECT	SEMESTER	PERIODS IT MEETS	FIRST CHOICE	ROOM	SECOND CHOICE	ROOM
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___
_____	1 2 3	1 2 3 4 5 6 7	_____	___	_____	___

HOW TO FIGURE OUT ON WHAT LUNCH SHIFT YOU WILL EAT!

1. Any combination of A and C will not work.
2. 4th Period A lunch teacher and 5th period B means you must eat on A lunch.
3. 4th period B lunch teacher and 5th period B means you must eat on B lunch.
4. 4th period B lunch teacher and 5th period C means you will eat on C lunch.

SCRATCH SHEET — POSSIBLE STUDENT SCHEDULE

NAME		
PERIOD	COURSE TITLE	ROOM
1		
2		
3		
4		
5		
6		
7		

Lunch _____

NAME		
PERIOD	COURSE TITLE	ROOM
1		
2		
3		
4		
5		
6		
7		

Lunch _____

Last Name First Name Grade

USE PENCIL ONLY! THE TOP SCHEDULE FORM IS FOR PRACTICE. THE BOTTOM IS FINAL!!

Place full year courses and 1st semester courses in spaces below.			Place 2nd semester courses in the column below.		
PERIOD	TITLE	ROOM	TITLE	ROOM	APPROVAL
1					1 2
2					1 2
3					1 2
4					1 2
5					1 2
6					1 2
7					1 2

LUNCH _____

****

FINAL AND APPROVED STUDENT SCHEDULE

Place full year courses and 1st semester courses in spaces below.			Place 2nd semester courses in the spaces below.		
PERIOD	TITLE	ROOM	TITLE	ROOM	APPROVAL
1					1 2
2					1 2
3					1 2
4					1 2
5					1 2
6					1 2
7					1 2

LUNCH _____

RANDALLSTOWN HIGH SCHOOL

CLASS LIST

SUBJECT _____ COURSE NO. _____ PERIOD _____

TEACHER _____ ROOM _____

BOYS		GIRLS	
1.	_____	26.	_____
2.	_____	27.	_____
3.	_____	28.	_____
4.	_____	29.	_____
5.	_____	30.	_____
6.	_____	31.	_____
7.	_____	32.	_____
8.	_____	33.	_____
9.	_____	34.	_____
10.	_____	35.	_____
11.	_____	36.	_____
12.	_____	37.	_____
13.	_____	38.	_____
14.	_____	39.	_____
15.	_____	40.	_____
16.	_____	41.	_____
17.	_____	42.	_____
18.	_____	43.	_____
19.	_____	44.	_____
20.	_____	45.	_____
21.	_____	46.	_____
22.	_____	47.	_____
23.	_____	48.	_____
24.	_____	49.	_____
25.	_____	50.	_____

APPENDIX N

INFORMATION ON GROUPING OF INCOMING 10TH GRADERS

4/28/75

RANDALLSTOWN HIGH SCHOOL

TO: PRINCIPALS OF DEER PARK, OLD COURT, AND JOHNNYCAKE JUNIOR HIGH SCHOOLS

FROM: MAX BAUMANN

RE: GROUPING OF INCOMING 10TH GRADERS

In order to place students in optimum learning groups in grade 10, we need the help of junior high school personnel. Usually, department chairmen and counselors will be able to make recommendations or obtain recommendations from teachers.

ENGLISH 10

Place the appropriate code number to the left of each student's name.

2 - Low Average

3 - Average

4 - Above Average

5 - Highly Able (Above average achievement with records of A's and B's)

SOCIAL STUDIES 10 and MATH

Place the appropriate code number to the left of each student's name.

3 - Low to Average

4 - Above Average

5 - Highly Able (Above average achievement with record of A's and B's)

APPENDIX O

TRANSFER OF RECORD INFORMATION

RANDALLSTOWN HIGH SCHOOL
4000 Offutt Road
Randallstown, Maryland 21133

May 8, 1975

MEMORANDUM

TO: Assistant Principals and Guidance Department Chairmen of Junior High Schools Feeding Randallstown High School

FROM: Andy Dotterweich, Assistant Principal

RE: Transfer of Student Records

1. An up-dated list of all students who were promoted to the tenth grade at Randallstown High School should be sent to Mr. Max Baumann at the close of school. It is essential that this list be accurate since all records will be checked and students officially enrolled accordingly. Students failing to meet the promotional requirements for Grade 10 but who have enrolled in summer school should be listed separately.

2. Folders will be picked up by Mr. Donald Fasnacht after the close of school. Please make certain that the following entries have been made on the CR-1 cards:

   a. Credits earned in ninth grade areas should be recorded.

   b. Item 15 should be completed through the current school year. Address of junior high school should be included.

   c. Item 17 should be completed.

   d. Please check to see that Items 1 to 5 and 8 to 12 have been completed.

3. In preparing for Mr. Fasnacht's visit to pick up the records, these guidelines should be followed:

   a. All items should be alphabetized; do not separate by sex.

   b. The following items should be pulled from the folder and organized separately:

      (1) Maryland Achievement and Attendance Record (CR-1)

      (2) The Baltimore County Test Record Card

      (3) Office Grade Cards

   c. Clinical and confidential reports, suspension letters, and reports and referrals to the Pupil Personnel Worker should be in confidential folders. Please be sure the cumulative folder has a red mark or asterisk to indicate that confidential materials exist.

d. Cumulative folders - do not screen these since we will want as much information as possible.

e. Health Data in folders - Maryland Pupils' Medical Record for Physicians (CR-8) and Maryland Pupils' Health Record (Progress) (CR-o) are to be included.

4. Please do not plan to hold back the folder of any youngster who will be promoted even if you know that his family will be moving over the summer. As per the Continuous Enrollment Program, this youngster officially belongs to us as of July 1 and cannot be withdrawn between the close of school and July 1. If you receive a written request for a youngster's records after the close of school, please forward the request to Randallstown High School. We will then officially withdraw that student and forward his records.

5. Please forward the reports from summer school courses to us so that we may make the appropriate entries on the CR-1 card. Any student who meets promotional requirement to high school via summer school may be considered promoted to Randallstown High School via successful summer school experience.

6. Please check to see that other registration materials for students who have enrolled at your school subsequent to the completion of these items are forwarded to us.

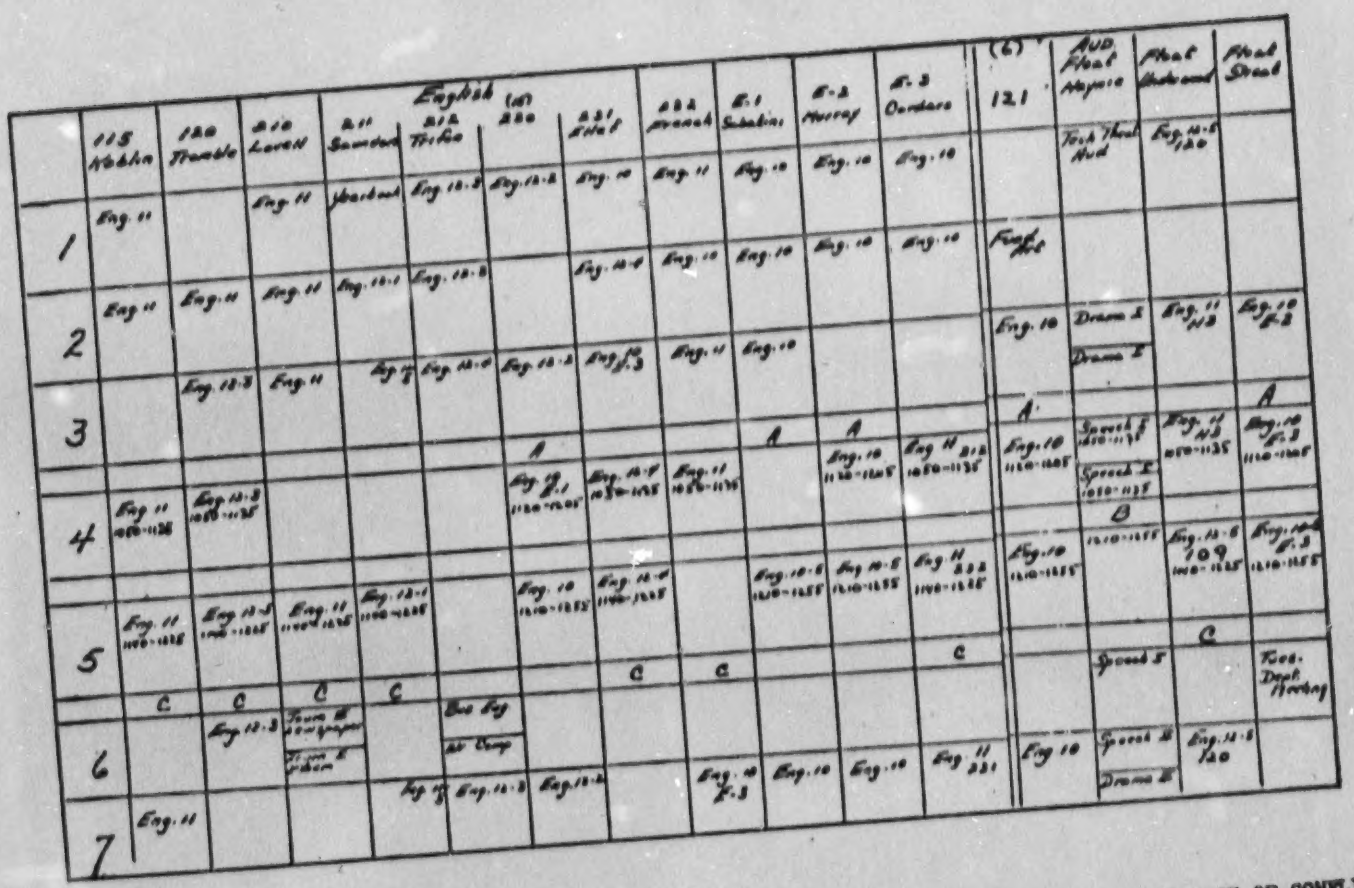
7. When typing any information on the CR-1 cards, please make sure that a good image is reproduced.

We sincerely appreciate your help in these matters. Please refer any questions to Mr. Fasnacht or me at 922-8867.

APPENDIX P

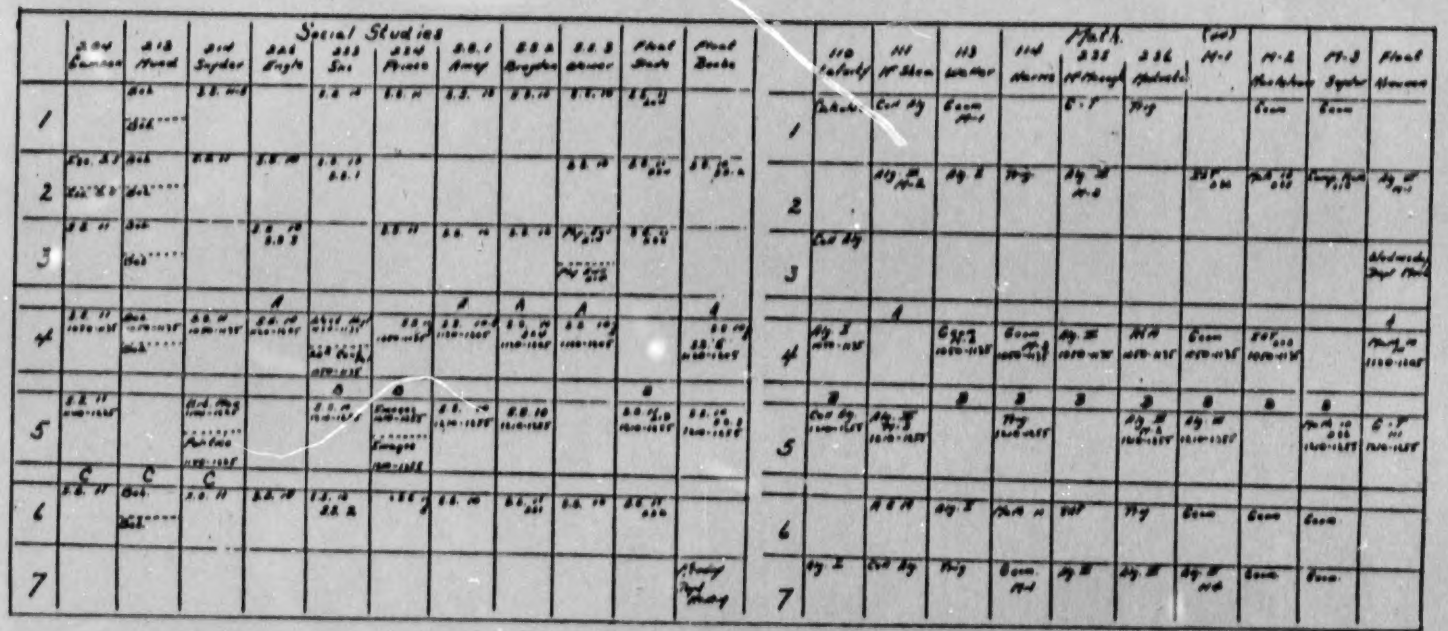
MASTER SCHEDULE WITH INTERPRETATION

RANDALLSTOWN HIGH SCHOOL - SCHEDULE FOR 1975-1976



	115 Wahlen	120 Tramble	210 Lovell	211 Samford	English 212 Tirico	(AP) 220	231 Fitch	232 Peacock	E-1 Schubin	E-2 Murray	E-3 Cordaro	(6) 121	AUD. Phot Haynie	Phot Hubbard	Phot Strait
													Tech Theat Mod	Eng. 11-5 120	
1	Eng. 11		Eng. 11	Yearbook	Eng. 12-3	Eng. 12-2	Eng. 10	Eng. 11	Eng. 10	Eng. 10	Eng. 10				
2	Eng. 11	Eng. 11	Eng. 11	Eng. 12-1	Eng. 12-3		Eng. 12-4	Eng. 10	Eng. 10	Eng. 10	Eng. 10	Fresh Phot			
3		Eng. 12-3	Eng. 11	Eng. 12	Eng. 12-2	Eng. 12-2	Eng. 10 F.3	Eng. 11	Eng. 10			Eng. 10	Drama I Drama I	Eng. 11 11-3	Eng. 10 F-2
						A			A	A		A			A
4	Eng. 11 1050-1135	Eng. 12-3 1050-1135				Eng. 10 F.1 1130-1405	Eng. 12-4 1050-1405	Eng. 11 1050-1135		Eng. 10 1130-1405	Eng. 11 212 1050-1135	Eng. 10 1130-1405	Speech I 1050-1135 Speech I 1050-1135	Eng. 11 11-3 1050-1135	Eng. 10 F.2 1130-1405
													B		
5	Eng. 11 1130-1405	Eng. 12-3 1130-1405	Eng. 11 1130-1405	Eng. 12-1 1130-1405		Eng. 10 1210-1355	Eng. 12-4 1130-1405		Eng. 10-5 1130-1355	Eng. 10-5 1210-1355	Eng. 11 212 1130-1405	Eng. 10 1210-1355	12.10-1355	Eng. 12-5 109 1130-1405	Eng. 10 F.2 1210-1355
	C	C	C	C			C	C			C		Speech I	C	Voc. Dept. Nursing
6		Eng. 12-3	Town & Country Problems Town & Urban		Bus Eng Lit Comp								Speech II Drama II	Eng. 12-5 120	
7	Eng. 11				Eng. 12-3	Eng. 12-2	Eng. 12-2		Eng. 10 F.3	Eng. 10	Eng. 10	Eng. 11 231	Eng. 10		

PLEASE NOTE: THE ADMINISTRATION MAY CHANGE YOUR SCHEDULE DURING THE SUMMER IN CASE OF CONFLICT.



| | | |

	215 Ring	217 Borden Int Suite	223 Minor	Foreign Language 224 Mr Arms	225 Barnes	Mod Jaynes	Mod Hawkins	Mod Mooney	303 Ondo	304 Bell	305 Schoonmaker	Business Ad. 307 Mooney	Mod Carter	Mod McMann	Art 112 Smith	109 Bachert	Home Ec 110 (W)	Electives Economics 117	118	Industrial 200	201	Arts 202	Music 100	101	Dr. Ed 302
1	Span IV	Span III	French II	Span II	French III	Ger II 204			Port		107	Eng II	Bus Ad 114	107 204		Fund Art	Cloth I		Ind. Arts 53 Mass	Wood I	XVI			Mod Lang	
2			French III	Span I	French I	Ger III 219		Lang II 208	Port	Sci II		Eng III	Typ II 210		Fine Art	Fund Art 106	Cloth II	Cr Sew Adv	Ind. Arts Ind Mus	Wood II	Wood II	Draw IV	Band		
3	Span III	Span II		Span III	French III	French V 223		Lang III 222	Sci III	Typ II	Bus Ad 209			220 Bus Ad 221	Com Art	Fund Art		Cr Sew Adv Cr Sew Adv	Foods A	Wood II	XVI III	Draw III		Madrigal	
		A		A	A		A			A					A						A			A	
4								Monday Dad Monday	Port 1070-1145	Sci II 1150-1205	Soc 107 1150-1205	Eng II 1070-1145	Bus Ad 203 1150-1205		Fund Art 1150-1205	Studio Art 1010-1135	Fund II 20 1150-1205	Black Art 1010-1135 Ind. Arts		Wood III 1010-1135		Draw II 201 1070-1145		Girls Chr 1150-1205	
						D						B		B								B			
5	Span II 1150-1205	Span II 1150-1205	French II 1150-1205	Span III 1150-1205	French III 1150-1205		Barn III 204 1150-1205		Com 1150-1205	Typ III 1150-1205	Port 1150-1205 Port			Bus Ad 209 1150-1205	Fund Art 1150-1205		Fund II 20 1150-1205	Black Art 1150-1205 Ind. Arts		Wood III 1150-1205	Wood II 1150-1205	Draw II 201 1150-1205	Theory 1150-1205	Hist Mod 1150-1205	
	C		C						C							C	C	C		C			C		
6	Span IV	Span IV	French III	Span III		French V 205	Conv 220	Lang IV 220		Port		Bkkp II 209	Bkkp 203	Port 203 Lunch 230	Fine Art	Fund Art	Ind. Arts Ind Mus Ind Mus	Art Hist Bkkp Hist			XVI	Wood II 204	Orchestra		
7	Span III	Span III	French III		Latin II	French 220	Conv 210				Eng	Bkkp 203	Typ II 203	Bus Arith 209		Com Art	Cloth II		Foods B	Wood II	XVI			Mod Comm	Dr Ed 201

ENGLISH COURSES

PERIOD (time)	COURSE - PATTERN	ROOM	
2	English 12-1	211	
5 11:40-12:25	English 12-1	211	Eat on C lunch
1	English 12-2	230	
3	English 12-2	230	
7	English 12-2	230	
1	English 12-3	212	
2	English 12-3	212	
3	English 12-3	120	
4 10:50-11:35	English 12-3	120	Eat on C lunch
5 11:40-12:25	English 12-3	120	Eat on C lunch
6	English 12-3	120	
7	English 12-3	212	
2	English 12-4	231	
3	English 12-4	212	
4 10:50-11:35	English 12-4	231	Eat on C lunch
5 11:40-12:25	English 12-4	231	Eat on C lunch
1	English 12-5	120	
5 11:40-12:25	English 12-5	109	Eat on C lunch
7	English 12-5	120	

ENGLISH ELECTIVES

1	Yearbook	211	
1	Tech Theatre	Aud.	
3	Drama I	Aud.	1st and 2nd semester
4 10:50-11:35	Speech I	Aud.	1st and 2nd semester Eat on B or C
6	Newspaper	210	
6	Speech I	Aud.	1st semester only
6	Journ. I	210	2nd semester only
6	Bus. English	212	1st semester only
6	Writ. Comp.	212	2nd semester only
7	Speech 2	Aud.	1st semester only
7	Drama 2	Aud.	2nd semester only

ENGLISH 11

SIGN UP ONLY FOR THE PERIOD EXCEPT LEVEL 5 STUDENTS

1	3 sections	
2	3 sections	
3	4 sections - 1 level 5	
4 10:50-11:35	4 sections	Eat on B or C lunch
5 11:40-12:25	3 sections	Eat on C lunch
7	3 sections - 1 level 5	

ENGLISH 10

SIGN UP ONLY FOR THE PERIOD EXCEPT LEVEL 5 STUDENTS

1	4 sections	
2	4 sections	
3	4 sections	
4 11:20-12:05	4 sections	Eat on A lunch
5 12:10-12:55	5 sections - 3 level 5	Eat on A or B lunch
7	4 sections	

MATHEMATICS COURSES

PERIOD (time)	COURSE	ROOM	
2	Algebra 1	113	
4 10:50-11:35	Algebra 1	110	Eat on B or C lunch
6	Algebra 1	113	
7	Algebra 1	110	
2	Algebra 2	M1	Open space
2	Algebra 2	M2	student signs only
2	Algebra 2	M3	for period
4 10:50-11:35	Algebra 2	235	Eat on B or C lunch
5 12:10-12:55	Algebra 2	M2	Open space
5 12:10-12:55	Algebra 2	M3	student signs for
5 12:10-12:55	Algebra 2	M1	period only
7	Algebra 2	235	
7	Algebra 2	236	
7	Algebra 2	114	
1	Geometry	M1	Open space
1	Geometry	M2	student signs for
1	Geometry	M3	period only
4 10:50-11:35	Geometry	M1	Open space
4 10:50-11:35	Geometry	M2	student signs for
4 10:50-11:35	Geometry	M3	period only Eat on B or C lunch
6	Geometry	M1	Open space
6	Geometry	M2	student signs for
6	Geometry	M3	period only
7	Geometry	M1	Open space
7	Geometry	M2	student signs for
7	Geometry	M3	period only
1	Geom. & Trans.	235	
5 12:10-12:55	Geom. & Trans.	111	Eat on A or B lunch
2	I.A.T.	236	
4 10:40-11:35	I.A.T.	223	Eat on B or C lunch
6	I.A.T.	235	
1	Trig./Anal	236	
2	Trig./Anal	114	
5 12:10-12:55	Trig./Anal.	114	Eat on A or B lunch
6	Trig./Anal.	236	
7	Trig./Anal.	113	
1	Col. Alg.	111	
3	Col. Alg.	110	
5 12:10-12:55	Col. Alg.	110	
7	Col. Alg.	111	
1	Calculus	110	
2	Comp. Math	110	
2	Math 10	235	
4 11:20-12:05	Math 10	111	Eat on A lunch only
5 12:10-12:55	Math 10	236	Eat on A or B lunch
6	Math 10	114	
4 10:50-11:35	R.G.M.12	236	Eat on B or C lunch
6	R.G.M.12	111	

FOREIGN LANGUAGE COURSES

PERIOD (time)	COURSE	ROOM	
7	Latin 1	225	
2	French 1	225	
1	French 1-2	226	
2	French 2	223	
1	French 3	225	
2	French 3	219	
3	French 3	225	
5 12:10-12:55	French 3	225	Eat on B or A lunch
6	French 3	223	
7	French 3	224	
1	French 4	223	
5 11:40-12:25	French 4	223	Eat on C lunch
7	French 4	223	
3	French 5	235	
6	French 5	225	
2	German 1	215	
5 11:20-12:05	German 2	235	Eat on A lunch
7	German 2	213	
6	German 3	230	
3	German 4	223	
6	German 5	211	
3	Spanish 1	219	
5 12:10-12:55	Spanish 1	219	Eat on B or A lunch
5 11:40-12:25	Spanish 1-2	215	Eat on C lunch
1	Spanish 2	224	
2	Spanish 2	224	
6	Spanish 2	215	
1	Spanish 3	219	
3	Spanish 3	224	
5 12:10-12:55	Spanish 3	224	Eat on B or A lunch
6	Spanish 3	224	
7	Spanish 3	219	
1	Spanish 4	215	
3	Spanish 4	215	
7	Spanish 4	215	
6	Spanish 5	219	

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HOME ECONOMICS COURSES

3	Foods 1	118	
4 10:50-11:35	Foods 1	118	Eat on C lunch
5 11:40-12:25	Foods 1	118	Eat on C lunch
7	Foods 1	118	

HOME ECONOMICS COURSES con't.

PERIOD (time)	COURSE	ROOM	
1	Clothing 1	116	
2	Clothing 1	116	
7	Clothing 1	116	
1	Int. Foods	118	1st and 2nd semester
2	Int. Foods	118	1st and 2nd semester
6	Boys Foods	118	1st and 2nd semester
2	Cr. Home Arts	117	1st and 2nd semester
3	Cr. Home Arts	117	1st and 2nd semester
4 10:50-11:35	Bachelor Living	117	1st semester only; eat on C lunch
5 11:40-12:25	Bachelor Living	117	1st semester only; eat on C lunch
4 10:50-11:35	Human Development	117	2nd semester only; eat on C lunch
5 11:40-12:25	Human Development	117	2nd semester only; eat on C lunch
6	Knits	116	1st and 2nd semester
6	Interior Decorating	117	1st and 2nd semester

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SCIENCE COURSES

1		Biology 1	102	
1		Biology 8	107	
2		Biology 2	102	
2		Biology 5	107	
3		Biology 3	102	
3		Biology 7	103	
4	11:20-12:05	Biology 4	102	Eat on A lunch
4	11:20-12:05	Biology 11	106	
5	12:10-12:55	Biology 6	221	Eat on A or B lunch
5	12:10-12:55	Biology 7	102	Eat on A or B lunch
6		Biology 9	107	
6		Biology 13	102	
7		Biology 5	102	
7		Biology 14	107	
1	MTWThF/2Th	Chemistry 7	216	Lab meets pds. 1&2 on Th. Take P.E. period 2
1	F/2-MTWThF	Chemistry 4	217	Lab meets Pds. 1&2 on F Take P.E. period 1
1	MTWThF/2-M	Chemistry 1 (Level 5)	222	Lab meets pds. 1&2 on M Take P.E. period 2 THIS COURSE IS FOR G&T STUDENTS
2	MTWThF/3-F	Chemistry 10	221	Lab meets pds. 2&3 on F Take P.E. period 3
3	MTWThF/4-Th	Chemistry 5 (11th)	217	Lab meets periods 3&4 on Th Take P.E. with Ms. Lane or Mr. Bogart on MTWF period 4. Eat on B or C lunch
4	MTWThF/3-W	Chemistry 11 (10th)	221	Lab meets periods 3&4 on W. Take P.E. with Mr. Johnson or Ms. Schulte during period 3 Eat on B lunch
4	MTWF/5-WTh	Chemistry 2	222	Lab meets periods 4&5 on W. Eat only on C lunch. No P.E.

SCIENCE COURSES Con't.

PERIOD (time)	COURSE	ROOM	
3 MTWF/4-MWF 10:50-11:35	Adv. Biology (Seniors)	107	Eat on B or C lunch
5 MTWThF/4-T TH 11:40-12:25	Adv. Biology (Seniors)	107	Eat on C lunch only
3 MTWF/4-TWF 10:50-11:35	Adv. Chemistry	216	Eat on B or C lunch
4 MTWThF/3-F 10:50-11:35	H.P. Physics	105	Eat on B or C lunch

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SOCIAL STUDIES ELECTIVES - 12th GRADE

1		Behavior	213	1st and 2nd semester
2		Behavior	213	1st and 2nd semester
3		Behavior	213	1st and 2nd semester
4	10:50-11:35	Behavior	213	1st and 2nd semester Eat on B or C lunch
6		Behavior	213	1st and 2nd semester
2		Issues in Social Justice	204	1st and 2nd semester
3		Physical Environ.	214	1st and 2nd semester
4	10:50-11:35	Western Heritage	233	1st semester only Eat on B or C lunch
4	10:50-11:35	20th Century	233	2nd semester only Eat on B or C lunch
5	12:10-12:55	Images of Man	234	1st and 2nd semester Eat on A or B lunch
5	11:40-12:25	Urban Man	214	1st semester only Eat on C lunch only
5	11:40-12:25	Politics	214	2nd semester only Eat on C lunch only

SIGN UP ONLY FOR THE PERIOD EXCEPT LEVEL 5 STUDENTS

SOCIAL STUDIES GRADE 11

PERIOD		NUMBER OF SECTIONS	
1		3 sections - 1 level 5	
2		2 sections	
3		3 sections	
4	10:50-11:35	3 sections - 1 level 5	Eat on B or C lunch
5	11:40-12:25	1 section (Sign up Room #)	Eat on C lunch only
5	12:10-12:55	1 section (Sign up Room #)	Eat on A or B lunch
6		5 sections - 1 level 5	

SOCIAL STUDIES GRADE 10

1		4 sections	
2		4 sections	
3		3 sections	
4	11:20-12:05	5 sections - 3 level 5	Eat on A lunch only
5	12:10-12:55	4 sections	Eat on A or B lunch
6		4 sections	

MUSIC COURSES

PERIOD (time)	COURSE	ROOM	
2	Band	100	
5 11:40-12:25	Music Theory	100	Eat on C lunch
6	Orchestra	100	
1	Mixed Chorus	101	
3	Madrigals	101	
4 11:20-12:05	Girls Chorus	101	Eat on A lunch
5 12:10-12:55	Music Theatre	101	
7	Mixed Chorus	101	

DRIVER EDUCATION

7 - Semester 1	202
7 - Semester 2	202

INDUSTRIAL ARTS

1	Wood I	200
2	Wood I	201
3	Wood I	200
4 10:50-11:35	Wood I	201
5 12:10-12:55	Wood I	201
6	Wood I	200
7	Wood I	200
2	Wood II	200
4 10:50-11:35	Wood II	200 Eat on C lunch
5 11:40-12:25	Wood II	200 Eat on C lunch
2	Wood III	200
4 10:50-11:35	Wood III	200 Eat on C lunch
5 11:40-12:25	Wood III	200 Eat on C lunch
1	I.P.L. I	201
6	I.P.L. I	201
7	I.P.L. I	201
3	I.P.L. II	201
3	Drawing I	202
2	Drawing II/III	202
5 12:10-12:55	Drawing II/III	202

ART COURSES

1	Fund. Art	109
2	Fund. Art	121
3	Fund. Art	109
4 11:20-12:05	Fund. Art	112 Eat on A lunch
5 12:10-12:55	Fund. Art	112 Eat on A lunch
6	Fund. Art	109
3	Comm. Art	112
7	Comm. Art	109
2	Fine Art	112
6	Fine Art	112
4 10:50-11:35	Studio Art	109 Eat on C lunch

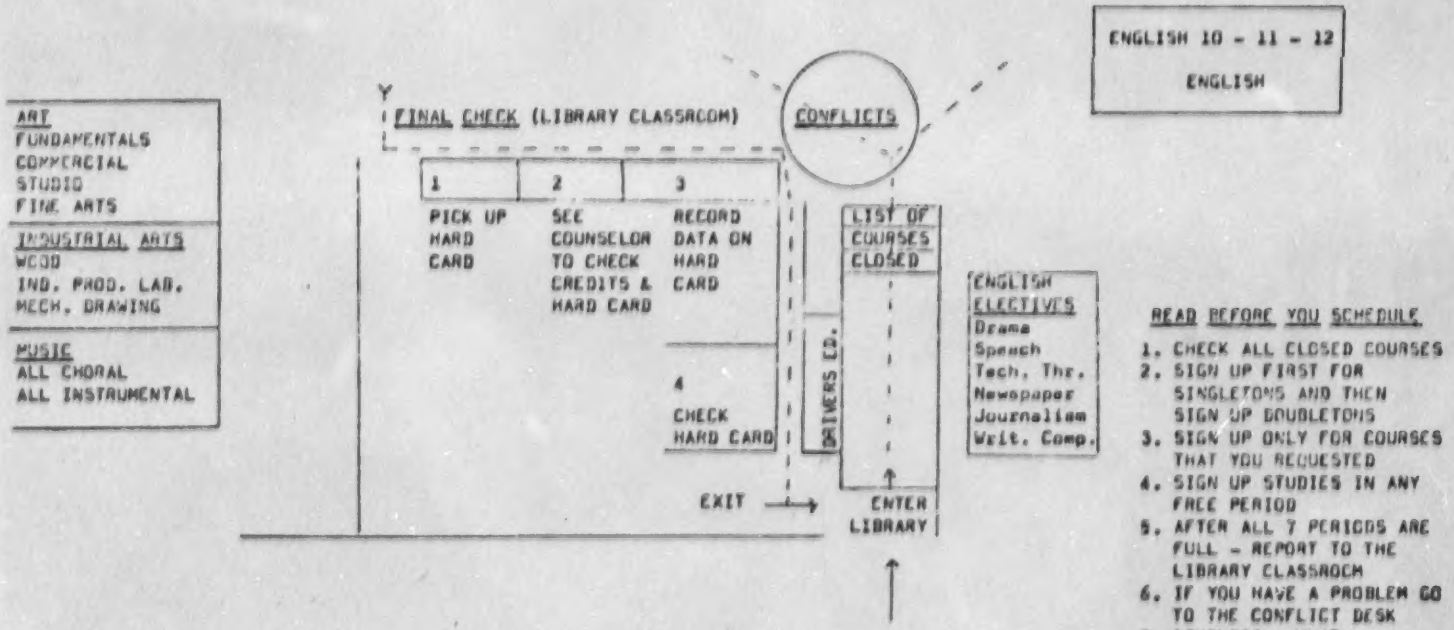
BUSINESS EDUCATION COURSES

PERIOD (time)	COURSE	ROOM	
1	P.U.T.	203	1st and 2nd semester
5 12:10-12:55	P.U.T.	206	1st and 2nd semester Eat on A or B
6	P.U.T.	205	1st and 2nd semester
1	I.B.T.	206	
4 11:20-12:05	I.B.T.	206	Eat on A lunch
7	I.B.T.	206	
1	A.S.T.	205	
6	A.S.T.	203	
7	A.S.T.	205	
1	Bus. Arith.	114	
3	Bus. Arith.	207	
4 11:20-12:05	Bus. Arith.	225	Eat on A lunch only
5 12:10-12:55	Bus. Arith.	207	Eat on A or B lunch
7	Bus. Arith.	207	
1	Bookkeeping 1	207	
4 10:50-11:35	Bookkeeping 1	207	Eat on B or C lunch
6	Bookkeeping 1	207	
1	Bookkeeping 2	207	
3	Law	206	1st semester only
6	Law	233	2nd semester only
3	Economics	206	2nd semester only
2	T.O.P.	203	NO COE STUDENTS
4 10:50-11:35	T.O.P.	203	Eat on C lunch only ONLY COE STUDENTS
2	Shorthand 1	205	
4 11:20-12:05	Shorthand 1	205	Eat on A lunch only
2	Typing 2	206	
3	Typing 2	205	Take Shorthand 1 period 2
5 11:40-12:25	Typing 2	205	Take Shorthand 1 period 4
7	Typing 2	203	
5 11:40-12:25	C.O.E.	203	Eat on C lunch only
3	Shorthand 2	203	

APPENDIX Q

FLOOR PLAN FOR SELF-SCHEDULING ACTIVITY

HUMAN DEVELOPMENT FOODS - CLOTHING KNITS - CREATIVE HOME ARTS	PE 10 - 11 - 12	GERMAN FRENCH SPANISH	IBT - ECONOMICS PUT - BUS. MATH LAW - SHORTHAND TOP - COE - AST	ALL MATH EXCEPT BUSINESS MATHEMATICS	BIOLOGY CHEMISTRY ECOLOGY/PHY. SR. HIGH S.	SS 10 - 11 ALL SOCIAL STUDIES ELECTIVES
HOME ECONOMICS	PHYSICAL EDUCATION	FOREIGN LANG.	BUSINESS ED.	MATHEMATICS	SCIENCE	SOCIAL STUDIES



READ BEFORE YOU SCHEDULE

1. CHECK ALL CLOSED COURSES
2. SIGN UP FIRST FOR SINGLETONS AND THEN SIGN UP DOUBLETONS
3. SIGN UP ONLY FOR COURSES THAT YOU REQUESTED
4. SIGN UP STUDIES IN ANY FREE PERIOD
5. AFTER ALL 7 PERIODS ARE FULL - REPORT TO THE LIBRARY CLASSROOM
6. IF YOU HAVE A PROBLEM GO TO THE CONFLICT DESK
7. REMEMBER - WHAT YOU SIGN UP IS YOURS TO KEEP!

APPENDIX R

INFORMATION BULLETIN ON SELF-SCHEDULING

RANDALLSTOWN HIGH SCHOOL

SPECIAL BULLETIN June 13, 1975

As you are well aware, we shall give our students the opportunity to schedule themselves. Students will select their own classes and the periods those classes meet using student forms of the master schedule.

We hope to obtain greater stability in course selection than we have had in the past. Students will have the opportunity to reconsider their January selections and thus bring their course selections five months closer to September than has been the case in previous years. The result should eliminate most changes in schedules because students will be totally responsible for their own scheduling.

If it becomes necessary to change the master schedule during the summer, there will be a few changes of individual student schedules. These students will be notified and if adjustments are needed, they will be made.

Self-scheduling will be conducted as follows:

Monday, June 16 - Period 6 - Western Vocational students

Tuesday, June 17 - Each period, social studies 11 teachers will escort their classes to the library.

Wednesday, June 18 - Each period, social studies 10 teachers will escort their classes to the library.

The following staff members have been assigned to aid in registration in the library. Interested volunteers not listed are invited to attend.

Mr. Smith	Mr. A. Snyder - Tues.	Dr. Martinet
Mr. Ickes	Mr. Beebe	Mr. Fasnacht
Mr. Higgins	Mr. Mund	Mr. Lotz
Mrs. Rafferty	Mrs. Streat	Mrs. Murray
Mr. Wroten	Mrs. Trifon	Mrs. Menchel
Mr. Adkins	Mr. Underwood	Mrs. Yaste
Mrs. Bell	Mr. Haynie	Mrs. Yeatman
Mrs. Olds	Mr. Hoover	Mrs. Fairbanks
Ms. Kleeman	Mr. Lawrence	Mrs. Dziubinski
Mr. Kreunen	Mrs. Lozowicki	Mrs. Marquardt
Mr. Medvetz	Mrs. Holliway	Mrs. Sabatini
Mrs. Barbash	Mr. Tromble	Mrs. Greenberg
Mrs. Smith	Dr. Prince - Tues.	Mr. Slade - Tues.
Mr. Gamzon - Tues.	Mrs. Lane - 3 and 4	Mrs. Joynes - 1 and 5
Mr. Weiner - Wed.	Mr. Engles - Wed.	Mrs. Amey - Wed.

Department heads will be responsible for covering any assignments for scheduling students in the library. Someone must be on duty at all times.

APPENDIX S

STUDENT COMPLETED FORMS DEPICTING REGISTRATION AND SELF-SCHEDULING

RANDALLSTOWN HIGH SCHOOL REGISTRATION FORM - 1975 - 1976

NAME: _____ Last Anita First E M.I. 7/18/59 Date of Birth 655 Phone

ADDRESS 34 No. Jonvale Rd. Street Balto City 21207 Zip Code SEX (M.F.) F

PRESENT GRADE 10 SECTION 05 NAME OF SCHOOL IN 1974-1975 Randallstown

INSTRUCTIONS & INFORMATION

A. Use PENCIL only.
B. Only the courses listed on this form are offered at Randallstown High School.
C. Final determination of courses offered will be based on registration.
D. Circle course code numbers to total 29-35 periods per week.

SYMBOL INTERPRETATION

SEM. 1 - 1st Semester Course only
SEM. 2 - 2nd Semester Course only
SEM. 3 - Full Year Course
SEM. 1,2 - Either 1st or 2nd Semester Course
CR. - Amount of Credit
PDS. - Periods per week
- Admission by recommendation or permission of instructor
* - Grade 12 only
% - Preference given to Grade 10

CODE	PDS	SEM	CR	TITLE
(1050)	5	3	1	English 11
1061	5	3	1	# English 12-Pattern 1
1062	5	3	1	# English 12-Pattern 2
1063	5	3	1	# English 12-Pattern 3
1064	5	3	1	# English 12-Pattern 4
1065	5	3	1	# English 12-Pattern 5
1310	5	1,2	½	Written Composition
1190	5	1,2	½	Journalism I
1200	5	3	1	# Newspaper
7500	5	3	1	# Yearbook
1220	5	1,2	½	Speech I
1230	5	1,2	½	Speech II
1270	5	1,2	½	Theatre Arts I
1280	5	1,2	½	Theatre Arts II
7530	5	1,2	½	Business English
7650	5	3	1	# Technical Theatre
(2150)	5	3	1	American Exper.(SS11)
2830	5	1,2	½	* Soviet Union
2890	5	1,2	½	* Subsaharan Africa
2800	5	1,2	½	* Dyn Human Behav
2820	5	1,2	½	* Images of Man
2830	5	1,2	½	* Social Justice
2840	5	1,2	½	* Man Phys Environ
2850	5	1,2	½	* Man Urban Setting
2790	5	1,2	½	* Politics
2780	5	1,2	½	* 20th Cent World
2860	5	1,2	½	* Western Heritage
4300	6	3	1	Chemistry
(4400)	6	3	1	Physics
4220	7	3	1	# Adv. Biology
4310	7	3	1	# Adv. Chemistry
4150	5	3	1	Sr. High Science
4780	5	3	1	Ecology
4490	6	3	1	Project Physics
4960	6	3	1	Practical Chemistry

CODE	PDS	SEM	CR	TITLE
3380	5	3	1	* General Math 12
3110	5	3	1	Algebra I
3120	5	3	1	Algebra II
3210	5	3	1	Geometry
1800	5	3	1	# Geometry & Trans.
3230	5	3	1	Trig/Anal Geom.
3480	5	3	1	Int. Alg/Trig
3130	5	3	1	College Algebra
3250	5	3	1	# Calculus
3430	5	3	1	# Prob/Comp Math
1520	5	3	1	French I
1550	5	3	1	French II
1560	5	3	1	French III
1570	5	3	1	French IV
1580	5	3	1	French V
1730	5	3	1	German I
1740	5	3	1	German II
1750	5	3	1	German III
1760	5	3	1	German IV
1770	5	3	1	German V
1630	5	3	1	Spanish I
1650	5	3	1	Spanish II
1660	5	3	1	Spanish III
(1670)	5	3	1	Spanish IV
1680	5	3	1	Spanish V
1430	5	3	1	Latin I
1440	5	3	1	Latin II
1590	5	3	1	French I - II
1690	5	3	1	Spanish I - II
7090	4	3		PE 11 - MALE
(7100)	4	3		PE 11 - FEMALE
7110	5	1,2	½	PE 12 - MALE
7120	5	1,2	½	PE 12 - FEMALE
7630	5	1,2	½	Drivers Education

CODE	PDS	SEM	CR		TITLE
6070	5	3	1	Z	Fund of Art
6080	5	3	1		Art in Bus/Ind
6110	5	3	1		Fine Arts
6100	5	3	1	*	Studio Practice
5050	5	3	1		Bus Math (10,11)
5111	5	3	1		Typewriting II
5130	5	1,2	½		Personal Use Typing
5150	5	3	1		Alpha Shtd/Typing
5171	5	3	1	*	Typing & Off Pract
5610	10	3	2½	*	Top/Coop Off Ed.
5216	10	3	2		Shorthand I/ Typ II
5226	10	3	2	*	Shorthand II/ Top
5300	5	3	1		Accounting I(BkkpI)
5310	5	3	1		Accounting II(BkkpII)
5400	5	1,2	½		Economics
5410	5	1,2	½		Business Law
6321	5	3	1		Mixed Chorus
6471	5	3	1		Girls Chorus
6441	5	3	1	#	Madrigals
5930	5	3	1		Orchestra
5900	5	3	1		Band
5970	5	3	1		Musical Theatre I
5850	5	3	1		Musical Theatre II
5870	5	3	1		Music Theory I
6450	5	1,2	½		Music Literature
6940	5	3	1		Foods I
6990	5	1,2	½		Intercultural Foods
7710	5	1,2	½	*	Foods for Boys
6910	5	3	1		Clothing I
6930	5	1,2	½		Sewing with Knits
7750	5	1,2	½		Creative Home Arts
6980	5	1,2	½		Human Devel & Family
7000	5	1,2	½		Housing & Int Dec
7770	5	1,2	½		Bachelor Living
7730	5	1,2	½		Special Fabrics
7740	5	1,2	½		Family Clothing
8150	5	3	1		Ind.Mat/Proc.1(IMP 1)
8160	5	3	1		Ind.Mat/Proc.2(IMP 2)
8100	5	3	1		Drafting I
8140	5	3	1		Drafting II
8170	5	3	1		Drafting III
8210	5	3	1	Z	Wood I
8600	5	3	1		Wood II
7940	5	3	1		Wood III

WESTERN VOCATIONAL PROGRAM: Students requesting the following courses from Western must submit a special application which is available from Guidance.

CODE	PDS	SEM	CR		TITLE
9960	15	3	3		Electronics
9960	15	3	3		Data Processing
9960	15	3	3	*	Data Proc Entry Occup
9960	15	3	3	*	Medical Secretary
9960	15	3	3		Air Conditioning
9960	15	3	3		Cosmetology
9960	15	3	3		Child Care
9960	15	3	3		Food Services
9960	15	3	3		Drafting
9960	15	3	3		Horticulture
9960	15	3	3		Construction Occup.
9960	15	3	3		Graphic Occupations
9960	15	3	3		Machine Occupations
9960	15	3	3		Mechanical Occup.
9960	15	3	3		Service Occupations

ALTERNATES: ALL STUDENTS MUST LIST TWO ALTERNATE COURSES IN CASE OF SCHEDULE CONFLICT.

	CODE	TITLE
1.	8210	WOOD I
2.	6940	FOODS I

THE CIRCLED COURSES TOTAL 30/35 PERIODS A WEEK.

Amitar
Student's Signature

Mrs Deere
(Parent's) Signature

January 19 85
Date

NAME _____
I.D. NO. 001246346
SEX F
SCHOOL 0272 RANDALLSTOWN SENIOR
GRADE 10
SECTION 05
BIRTHDATE 07/18/59

1165

NEXT GRADE 11
NEXT SCHOOL YEAR 1975-1976

BOARD OF EDUCATION
BALTIMORE COUNTY MARYLAND
CONSTITUTION OF 1867
Act of 1915

REGISTRATION FORM

DO NOT MARK IN THE AREA ABOVE

Shaded blocks are to be used only when the course code has 4 digits. If the fourth digit is zero, leave blank.

1	0	5		1	6	7		5	1	3					
2	1	6		2	7	0									
4		4		2	1	1									

USE NO. 2 PENCIL ONLY

USE NO. 2 PENCIL ONLY

NEXT SCHOOL NUMBER

Print the name of the school you expect to attend next year _____

If you are expecting to attend a school other than your present school, PRINT & MARK the new school number in this Block. →

1. Print course codes & course titles in the spaces provided under SELECTED COURSES.
2. PRINT course codes & mark appropriate boxes from the selected courses into the corresponding Block areas.
3. Mark blocks sequentially.
4. Erase all mistakes COMPLETELY.

SELECTED COURSES		ALTERNATES
LINE CODE	DESCRIPTION	
1 105	ENGLISH 11	
2 216	SS 11	
3 449	PHYSICS	
4 127	SPANISH	
5 712	BIO	
6 611	FINE ARTS	
7 513	PHY	
8		
9		
10		
11		
12		

AW512

BC 43 768 75

ANITA E. GRADE 11 SECTION 05 001-24-6346
RANDALLSTOWN SR HIGH - 0272

THE FOLLOWING IS A LIST OF COURSES FOR WHICH YOU HAVE BEEN REGISTERED AS OF 04/25/75:

1050 ENGLISH 11
1670 SPANISH IV
2160 AMER EXPERIENCE 11
4400 PHYSICS
5130 PERSONAL USE TYPING
~~6110 FINE ARTS~~
7100 PHYS ED GR 11 GIRLS
3480 IAT - Art with Materials
~~6930 Science Research~~
6990 INT. FOODS

IF THERE ARE ANY CORRECTIONS TO BE MADE PLEASE CONTACT THE OFFICE AS SOON AS POSSIBLE. 904

RANDALLSTOWN HIGH SCHOOL

DROP-ADD FORM

PUPIL'S NAME ANITA GRADE 11 DATE 5/1/75

COURSES DROPPED

COURSE #	COURSE TITLE
6110	FINE ARTS

COURSES ADDED

COURSE #	COURSE TITLE
3480	IAT
6990	INT FOODS

COUNSELOR'S NAME [illegible]

NAME ANITA E
I.D. NO. 001246346
SEX F
NEXT SCHOOL 0272 RANDALLSTOWN SR HI
NEXT GRADE 11

CURRENT COURSES REQUESTED

1	1050	5	5130	9	
2	1670	6	6110	10	
3	2160	7	7100	11	
4	4400	8		12	

SECTION I

3982

BALTIMORE COUNTY

BOARD OF EDUCATION

COURSE CHANGE REGISTRATION FORM

DO NOT MARK IN THE AREA ABOVE

SECTION IV ADD ONLY

3480 6990

SECTION II

INSTRUCTIONS ON OTHER SIDE

MARK BOX IF STUDENT IS NOT TO BE REGISTERED IN A HALTO. CO. SCHOOL NEXT YEAR.

NEW SCHOOL NUMBER

MARK THIS BOX ONLY IF PUPIL EXPECTS TO ATTEND A SCHOOL NEXT YEAR OTHER THAN THE ONE PRINTED IN SECTION I

NEW SCHEDULE BLOCK

MARK BOX TO DROP ALL PREVIOUSLY REQUESTED COURSES AND REPLACE WITH COURSES MARKED IN SECTION IV

DROP OR ADD

	CODE	DESCRIPTION
1		
2		
3		
4		
5		
6		

ADD

	COURSE	DESCRIPTION
1		
2		
3		
4		
5		
6		

SECTION III DROP ONLY

6110

USE NO. 2 PENCIL ONLY

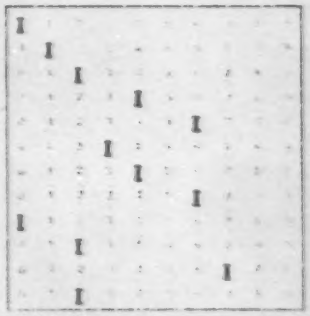
NAME ANITA E
I.D. NO. 001246346
SEX F
NEXT SCHOOL 0272 RANDALLSTOWN SENIOR
NEXT GRADE 11

CURRENT COURSES REQUESTED

1	1050	5	5130	9	
2	1670	6	3480	10	
3	2160	7	7100	11	
4	4400	8	6990	12	

SECTION I

561



BALTIMORE COUNTY

BOARD OF EDUCATION

COURSE CHANGE REGISTRATION FORM

DO NOT MARK IN THE AREA ABOVE

SECTION IV ADD ONLY

SECTION II

NEW SCHOOL NUMBER

MARK THIS BOX ONLY IF PUPIL EXPECTS TO ATTEND A SCHOOL NEXT YEAR OTHER THAN THE ONE PRINTED IN SECTION I

INSTRUCTIONS ON OTHER SIDE

MARK BOX IF STUDENT IS NOT TO BE REGISTERED IN A BALTO. CO. SCHOOL NEXT YEAR.

NEW SCHEDULE BLOCK

MARK BOX TO DROP ALL PREVIOUSLY REQUESTED COURSES AND REPLACE WITH COURSES MARKED IN SECTION IV

DROP OR ADD

CODE	DESCRIPTION
1	
2	
3	
4	
5	
6	

ADD

CODE	DESCRIPTION
1	
2	
3	
4	
5	
6	

SECTION III DROP ONLY

USE NO. 2 PENCIL ONLY

ANITA GRADE 11 SECTION 05 001-24-6346
RANDALLSTOWN SR HIGH - 0272

THE FOLLOWING IS A LIST OF COURSES FOR WHICH YOU HAVE BEEN REGISTERED AS OF 05/23/75:

1050	ENGLISH 11
1670	SPANISH IV
2160	AMER EXPERIENCE 11
4400	PHYSICS
5130	PERSONAL USE TYPING
3480	INTEGRATED ALG/TRIG
7100	PHYS ED GR 11 GIRLS
6990	INTERCULT NUTR&FOODS

IF THERE ARE ANY CORRECTIONS TO BE MADE PLEASE CONTACT THE OFFICE AS SOON AS POSSIBLE. 251

RANDALLSTOWN HIGH SCHOOL

COURSE SELECTION WORKSHEET

1. USE PENCIL ONLY!!
2. In the spaces to the left, list all subjects for which you have registered.
3. Under semester - Circle which semester the subject is taught.
   If the subject is taught for a year - circle 3.
4. Under periods - Circle all periods that the subject is being taught.
5. Put an X in the circle if that is the time you wish to take the subject.
6. IMPORTANT - WATCH COURSES THAT MEET ONLY ONCE OR TWICE A DAY!

SUBJECT	SEMESTER	PERIODS IT MEETS	FIRST CHOICE	ROOM	SECOND CHOICE	ROOM
ENG 11-5	1 2 (3)	1 2 (3) 4 5 6 (X)				
HON SS 11	1 2 (3)	(X) 2 3 4 5 (6) 7				
SPAN 4	1 2 (3)	(1) 2 (X) 4 5 6 (7)				
FUND ART	1 2 (3)	(1) (2) (3) (X) (5) (6) 7				
PHYSICS (T)	1 2 (3)	(2) 3 4 (X) (X) 7				
PE MWF	1 2 (3)	(1) (2) (3) (4) (5) (X) (7)				
IAT	1 2 (3)	1 (X) 3 (4) 5 (6) 7				
	1 2 3	1 2 3 4 5 6 7				
	1 2 3	1 2 3 4 5 6 7				
	1 2 3	1 2 3 4 5 6 7				
	1 2 3	1 2 3 4 5 6 7				
	1 2 3	1 2 3 4 5 6 7				

HOW TO FIGURE OUT ON WHAT LUNCH SHIFT YOU WILL EAT!

1. Any combination of A and C will not work.
2. 4th Period A lunch teacher and 5th period B means you must eat on A lunch.
3. 4th period B lunch teacher and 5th period B means you must eat on B lunch.
4. 4th period B lunch teacher and 5th period C means you will eat on C lunch.

SCRATCH SHEET -- POSSIBLE STUDENT SCHEDULE

NAME		
PERIOD	COURSE TITLE	ROOM
1	SS 11	214
2	IAT	236
3	SPAN 4	215
4	FUND ART	109
5	PHYSICS	106
6	PHYSICS T-106 | PE MWF	
7	ENG 11-5	211

Lunch A

NAME		
PERIOD	COURSE TITLE	ROOM
1		
2		
3		
4		
5		
6		
7		

Lunch _____

Anita — 11

Last Name / First Name / Grade

USE PENCIL ONLY! THE TOP SCHEDULE FORM IS FOR PRACTICE. THE BOTTOM IS FINAL!!

Place full year courses and 1st semester courses in spaces below.			Place 2nd semester courses in the column below.		
PERIOD	TITLE	ROOM	TITLE	ROOM	APPROVAL
1					1 2
2					1 2
3					1 2
4					1 2
5					1 2
6					1 2
7					1 2

LUNCH _____

****

FINAL AND APPROVED STUDENT SCHEDULE

Place full year courses and 1st semester courses in spaces below.			Place 2nd semester courses in the spaces below.		
PERIOD	TITLE	ROOM	TITLE	ROOM	APPROVAL
1	S.S. Honors 11				1 (2) B+a
2	W. IAT	236			1 2 Gul
3	Spanish IV	215		215	1 2 Duchie
4	Fund of Art	107			1 Barbesh
5	Physics	106			1 PS
6	DART Physics I	MS	PE mwf		1 2 C L B
7	Eng 11-5				1 2 H&T

LUNCH A (B)

Add HL P.E. W+F

063

O.C.

SC B G WV PD SP H X

RANDALLSTOWN HIGH SCHOOL ------ REGISTRATION SHEET

Name ANITA E (Last) (First) (Initial) Phone 655- V Q T Boy ( ) Girl (✓)

Address (No.) (Street) (Zip Code) Date of Birth: Mo. 7 Day 18 Yr. 59

Parents: (Father) IRVING (Mother) JOYCE

COURSES	GRADE 9 5	Gr.	Cr.	GRADE 10	Gr.	Cr.	GRADE 11	Gr.	Cr.	GRADE 12	Gr.	Cr.
English	English 9	A	1	English 10 3	A	1	English 11			English 12		
Social Studies	SS 9	B	1	SS 10 ★ 4	A	1	SS 11					
Science	BIOLOGY	B	1	CHEMISTRY ★	B	1						
Math	ALGEBRA 2	C	1	GEOMETRY	C	1						
For. Lang.	SPANISH 2	B	1	SPANISH 3	B	1						
Business Education				PUT								
Home Economics	HOME ECON	B	½	KNITS								
				CLOTH I	A	1						
Ind. Arts												
Voc. Ed.												
Art												
Music-Vocal	CHORUS	C	½									
Band												
Orchestra												
Physical Ed.	Physical Ed.	B		Physica. Ed.	B		Physical Ed.					
Driver Ed.												
TOTALS	Per. per wk.			Per. per wk.			Per. per wk.			Per. per wk.		
Alternate Electives				WOOD 1								
				CLOTH 1								
Approval												

Per.	GRADE 10		GRADE 11		GRADE 12
1	SPANISH 3	221	HON SS 11	214	
2	HON CHEM MWThF-222 STY-T		IAT	234	
3	HON CHEM TTh-222, PE MWF		SPAN 4	215	
4	HON ENG	114	FUND ART	109	
5	GEOMETRY	118	PHYSICS	106	
6	H SS 10	210	PHYSICS-T-103 / PE MWF, STY-Th		
7	CLOTH I	116	ENGLISH 11-5	211	
Lch	A		B		

APPENDIX T

STUDENT SCHEDULE FORM

STUDENT'S SCHEDULE

NAME _____ LOCKER _____ _____ _____ _____

GRADE/SECTION _____ BUS STOP _____

PER	PRESENT THIS SCHEDULE TO EVERY TEACHER WHO TEACHES YOU	TEACHER'S INITIAL
1		
2		
3		
4		
5		
6		
7		
LUNCH		

APPENDIX U

STUDENT, STAFF, AND CLERICAL QUESTIONNAIRES

RANDALLSTOWN HIGH SCHOOL

STUDENT REGISTRATION & SELF-SCHEDULING QUESTIONNAIRE

In order for us to improve our system of registration and self-scheduling, we need your help! Your opinion is both important and needed. Please take a few minutes and complete the following questions. Thank you.

****

DRAW A CIRCLE AROUND THE WORD OR ITEM THAT BEST DESCRIBES YOUR OPINION OR SITUATION.

1. What grade will you enter in September? 10 11 12

2. When did you schedule yourself?

11th and 12th grade students:		Incoming 10th grade students:	
MONDAY	6 7	TUESDAY 1 PM	2 PM 3PM 4PM
TUESDAY	1 2 3 4 5 6 7	WEDNESDAY 1 PM	2 PM 3PM 4PM
WEDNESDAY	1 2 3 4 5 6 7	THURSDAY	MAKE UP DAY

3. You registered for your courses in JANUARY - Since that time, did you change your mind about the courses you wanted? YES NO

4. Do you think that REGISTRATION for courses in January is too early? YES NO

   If you answered YES, when do you think the best time is?

   _____

5. Did you have any problems in changing the courses for which you registered in January? YES NO

   If you answered YES, explain the problem.

   _____

6. Were you able to schedule all subjects for which you registered? YES NO

7. Are you satisfied with the schedule that you have now completed? YES NO

   If NO, why?_____

   _____

8. Did you have any problems with understanding the MASTER SCHEDULE? YES NO

   If yes, why?_____

   _____

9. Were all forms that you used in registering and scheduling easy to use?

YES NO

If NO, please specify what was not easy.

_____

10. Did you like making your own schedule? If NO, why not?

YES NO

_____

11. Did you need help in making your schedule? If YES, who helped you?

YES NO

_____

12. Would you prefer an administrator to schedule your courses?

YES NO

If YES, why?_____

13. Would you prefer a computer to schedule your courses?

YES NO

If Yes, why?_____

14. Do your parents like the fact that you scheduled yourself?

DON'T KNOW YES NO

15. Do your parents know which courses you have scheduled?

DON'T KNOW YES NO

16. Did the orientation meeting last week help you in completing your schedule? YES NO

17. How many periods have you scheduled? DO NOT COUNT STUDIES

_____

Place number here.

18. Do you have a study during period 7? YES NO

19. Did you get a study when you wanted it? YES NO

20. Do you think that the system of scheduling was easy to follow?

YES NO

21. ELEVENTH AND 12TH GRADE STUDENTS ANSWER THIS QUESTION

How many times have you changed your schedule during the past year?

0 1 2 3 4 5 6 7 8 9 10

22. ADDITIONAL COMMENTS - If you wish, please give us some suggestions for improvement.

Thank you for your help!

RANDALLSTOWN HIGH SCHOOL

STAFF QUESTIONNAIRE ON STUDENT REGISTRATION AND SELF-SCHEDULING

TO: ALL STAFF MEMBERS

FROM: ANDY DOTTERWEICH

By now, most of our students have completed their schedules for next year. Your support and cooperation in this unique effort have been greatly appreciated. However, in order for us to improve our product, we need to evaluate what happened. Please take a few minutes and complete the following questionnaire:

Please check your responsibility: A. Teacher _____
B. Counselor _____
C. Aide _____
D. Dept. Head _____
E. Administrator___

1. Our students registered in January for courses that they have scheduled -

   PLEASE CIRCLE THE APPROPRIATE RESPONSE

   A. Do you think that registering for courses in January is too early? YES NO ?

   B. Did any students ask you to help them in deciding for which courses they should register? YES NO ?

   C. Did you take time from your classes to explain courses that are offered in your department? YES NO N/A

2. Do you like the fact that our students were permitted to schedule themselves? YES NO ?

3. Did you help in the library with the self-scheduling? YES NO

4. If you answered yes to number 3, please answer the following:

   A. How many hours did you help? _____ HOURS

   B. Were most students courteous? YES NO ?

   C. Were students properly prepared? YES NO ?

      If NO, how were they not prepared?_____

   D. Were the forms the STUDENTS used clearly understood? YES NO ?

      If NO, what was not clear?_____

   E. Were the forms TEACHERS used appropriate for the task? YES NO ?

      If NO, what should be changed or improved?_____

   F. Did you need additional help in signing students to courses? YES NO

      If YES, explain._____

   G. Did you feel pressured at any time? YES NO

      If YES, explain._____

   H. Were the administrators helpful to you? YES NO N/A

   I. Were you satisfied with the overall process? GREATLY FAIRLY NOT-AT-ALL

   J. Please list additional comments and concerns for improving the process, etc. (USE BACK FOR COMMENTS.)

THANK YOU FOR YOUR HELP!

RANDALLSTOWN HIGH SCHOOL

CLERICAL QUESTIONNAIRE ON STUDENT REGISTRATION AND SELF-SCHEDULING

TO: All Clerical Personnel

FROM: Andy Dotterweich

By now, our registration and scheduling program have been completed. Your support and cooperation in this effort have been greatly appreciated. However, in order to improve our product for next year, it is necessary to evaluate what took place. Please take a few minutes and complete the following questionnaire:

PLEASE CIRCLE YOUR RESPONSE.

1. Our students registered in January for courses that they have just scheduled.

   A. Do you think that registering for courses in January is too early? YES NO

   B. Does this early registering for courses cause an additional burden on your time? YES NO

   If YES, please explain. _____

2. In the past, you have been asked to hand tally all student requests for courses.

   A. Would you prefer to return to the hand tallying process? YES NO

   B. Do you prefer the use of the computer for this process? YES NO

3. How much time did it take for you to complete the hand tally of student registrations for courses in the past? ____ HOURS

4. How much time did you spend on the registration phase of our past programs? (Average for the school year) _____ HOURS

5. How much time did you spend on the registration phase this year? _____ HOURS

6. How much time did you spend on the scheduling phase of past years? (Average for the school year) _____ HOURS

7. How much time did you spend on the self-scheduling phase for this year? _____ HOURS

8. Do you think that the new program is better than the past? YES NO

9. Please list additional comments and concerns for improving the program.

(USE THE BACK FOR COMMENTS.)

THANK YOU FOR YOU HELP!

RANDALLSTOWN HIGH SCHOOL

STAFF QUESTIONNAIRE ON FALL IMPLEMENTATION OF SELF-SCHEDULING

TO: ALL STAFF MEMBERS

FROM: ANDY DOTTERWEICH

Now that your students are in their assigned and scheduled classes, we would like to know how certain mechanics of the self-scheduling program are operating.

PLEASE COMPLETE THE FOLLOWING AND CIRCLE WHERE APPROPRIATE!

1. Have you had fewer students changing their schedules this year? YES NO

   If NO, please explain._____

   _____

2. Were the sizes of your classes balanced to your satisfaction? YES NO

   If NO, please explain._____

   _____

   _____

3. Was the ability sectioning of your students this year ..... BETTER THAN
   AS GOOD AS
   WORSE THAN

   ..... previous years?

   Comment, if you wish._____

   _____

   _____

4. Has TEACHER-STUDENT compatibility been ..... BETTER THAN
   AS GOOD AS
   WORSE THAN

   ..... previous years?

   Comment, if you wish._____

   _____

   _____

APPENDIX V

FURTHER EXPOSURE OF THE PROJECT

principals' & supervisors'

...additional mini courses '75-'76

The mini courses announced previously in the Principals' and Supervisors' Meeting Schedule were:

Management by Objectives -
December 8, 9, 10 (9:00-12:00)

Human Relations in the Local School -
January 15 (9:00-12:30)

A New Look at Scheduling -
February 17 (9:00-12:00)

Your Public Disagrees -
March 16 (8:30-12:30)

Four additional mini courses will be offered in response to interests expressed by administrative-supervisory personnel. To register, use the registration forms provided. Additional forms are available through the Division of Staff and Community Relations.

Board of Education of Baltimore County
Division of Staff and Community Relations
Towson, Maryland 21204

February 11, 1976

To:

From: George E. Hohl

Subject: Mini Course - "A New Look at Scheduling"

Your registration form for this mini course has been received. All who are involved in the program are looking forward to having you as a participant.

This mini course is scheduled for Tuesday, February, 17, 1976 at the SEBCO building, 1215 York Road, Lutherville, from 9:00 A.M. to 11:30 A.M. The coordinator, Mr. Andrew H. Dotterweich, Jr., plans to begin promptly, with coffee available beforehand.

You are requested to park on the unpaved lot immediately south of the SEBCO building; the entrance to this area is along York Road. Should the lot be full or unavailable due to inclement weather, please park in the community just west of York Road or at the shopping center one block north at York and Seminary. SEBCO has requested that the paved lot be kept as free as possible during business hours.

GEH:KSS

Board of Education of Baltimore County
Division of Staff and Community Relations
Towson, Maryland 21204

"A New Look at Scheduling"

February 17, 1976

SCHEDULE

9:00 - 9:05	Opening Comments and Administrative Functions
9:05 - 9:15	Schedule of Events and Objectives of the Mini-Course
9:15 - 9:30	Historical Background of Scheduling Programs
9:30 - 9:40	Objectives of Registration and Student Self-Scheduling
9:40 - 10:10	Slide Presentation of Registration and Self-Scheduling
10:10 - 10:20	Break
10:20 - 11:05	Elementary Scheduling Concepts
10:20 - 10:35	Secondary Scheduling Concepts Review of Registration and Scheduling Program
10:35 - 11:05	Review of Data Collected During Registration and Self-Scheduling Program
11:05 - 11:15	Reaction to Mini-Course